



# **Modern Journal of Language Teaching Methods**

---

**ISSN: 2251-6204**

# Modern Journal of Language Teaching Methods (MJLTM)

ISSN: 2251 - 6204

[www.mjltm.com](http://www.mjltm.com)

[info@mjltm.org](mailto:info@mjltm.org)

## *Editorial Board:*

1. Hamed Ghaemi, Assistant Professor in TEFL, Islamic Azad University (IAU), Iran
2. Domingo Docampo Amoedo, Full Professor, Department: Signal Theory and Communications, Vigo University, Spain
3. Barbara Sicherl Kafol, Full Professor of Music Education University of Ljubljana, Slovenia
4. Agüero-Calvo Evelyn, Professor of Mathematics, Technological Institute of Costa Rica
5. Tito Anamuro John Albert, Assistant professor Universidad del Norte, Colombia
6. Dlayedwa Ntombizodwa, Lecturer, University of the Western Cape, South Africa
7. Doro Katalin, PhD in Applied Linguistics, Department of English Language Teacher Education and Applied Linguistics, University of Szeged, Hungary
8. Dutta Hemanga, Assistant Professor of Linguistics, The English and Foreign Languages University (EFLU), India
9. Fernández Miguel, PhD, Chicago State University, USA
10. Grim Frédérique M. A., Associate Professor of French, Colorado State University, USA
11. Izadi Dariush, PhD in Applied Linguistics, Macquarie University, Sydney, Australia

12. Kaviani Amir, Assistant Professor at Zayed University, UAE
13. Kirkpatrick Robert, Assistant Professor of Applied Linguistics, Shinawatra International University, Thailand
14. Mouton Nelda, PhD in Education Management, North-West University (NWU), South Africa
15. Naicker Suren, Department of Linguistics and Translation, University of South Africa
16. Ndhlovu Finex, PhD, Linguistics Programme, University of New England, Australia
17. Raddaoui Ali Hechemi, PhD, Associate Professor of Applied Linguistics, University of Wyoming in Laramie, USA
18. Rolstad Kellie, PhD, Associate Professor of Education, University of Maryland, USA
19. Shahbazirad Mohammad, PhD candidate in English language and Literature, Yerevan State University, Armenia
20. Stobart Simon, PhD, Dean of Computing, Teesside University, UK
21. Suszczynska Malgorzata, Senior Assistant Professor, University of Szeged, Hungary
22. Weir George R. S., PhD in Philosophy of Psychology, University of Strathclyde, Glasgow, UK
23. Zegarac Vladimir, PhD, University of Bedfordshire, UK

## Abstracting/Indexing



*Index Copernicus 2011*



*Linguistics Abstract*



*EBSCO Publication*



*Lulu Publication*



*Directory of Open Access Journals*



*ProQuest*



*Modern Language Association*



*Cabell's Directories*



*COPE*



*Directory of Research Journal Indexing (DRJI)*



*Indian Citation Index*



*International Society of Universal Research in Sciences*



**International  
Society of Universal  
Research in Sciences**

Ulrich's



**ULRICH'S**WEB™  
GLOBAL SERIALS DIRECTORY



## Table of Contents

### **Analysis of the State of Teaching the Chinese Language in KFU and Methodological Recommendations on Some of its Aspects**

Leisan Mirzieva, Elvira Daminova, Veronika Tarasova

### **Ethnic Stereotypes Of Communicative Behavior In Paroemiological Fund Of The Tatar And Turkish Languages**

Gulshat N. Galimova 1, Alfiya Sh. Yusupova 1, Guzel A. Nabiullina 1, Mustafa Oner 2

### **Need for a Differentiated Approach to Teaching English in Higher School: A Sociological Study**

Tatiana Igorevna Monastyrskaya 1, Tatiana Borisovna Ganicheva, Gleb Vyacheslavovich Toropchin, Aleksandr Vladimirovich Katsura

### **Trends In The Development Of Chinese Internet Language**

Svetlana Yu. Glushkova, Militsa K. Voronina

### **Fidenae: Between Rome And Veii**

Liudmila M. Shmeleva, Kseniya A. Utkina, Anna V. Zorina

### **Grammatical Patterns Of Idiomatic Expressions Related To Semantic Field Of Family Relations**

Kamilya R. Ziganshina<sup>1</sup>, Zulfia Kh. Fazlyeva<sup>1</sup>, Nadezhda O. Samarkina<sup>1</sup>, Mr. Charles Carlson<sup>2</sup>

### **Modeling of the lexico-semantic field «intellect» in the Russian translation of Herman Hesse's novel "Steppenwolf"**

Irina V. Erofeeva<sup>1</sup>, Luiza I. Gimatova<sup>1</sup>, Ekaterina V. Sergeeva<sup>2</sup>

### **Peculiarities of detective fiction in korean literature**

Julia J. Valieva, Leyla A. Gaynullina, Alina I. Khuzina

### **The Emigration Theme In Tatar Literature**

Landysh R. Faezova<sup>1</sup>, Milyausha M. Khabutdinova<sup>1</sup>, Gulfia R. Gaynyllina<sup>1</sup>, Ainur Mashakova<sup>2</sup>

### **The Lexicon Of Tatar Language: Names Of Food For The Future And Utensils For Storage**

Gulgena N. Khusnullina, Raushaniya S. Nurmukhametova, Radif R. Zamaletdinov, Madina R. Sattarova

### **Perceptions' of Working Secondary School Teachers about Professional Knowledge and Its Practices**

Nawab Gul 1, Rabia Tabassum 2, R.A. Farooq 3

### **Using L1 to Encourage More Complex and Fluent Production in L2 Tasks**

Hywel Evans 1 and Vahid Rafieyan 2&3

### **Axiological Dimension of the Higher School Innovative Potential**

Elena N. Shutenko<sup>1\*</sup>, Andrey I. Shutenko 2, Andrey M. Sergeev 3, Inna V. Ryzhkova 4, Anastasia V. Koreneva 5 and Tatiana D. Tegaleva 6

### **Socio-Psychological Features Of Mobbing In Organizations**

Larisa E. Zotova<sup>1</sup>, Natalia S. Geraskina<sup>2</sup>, Valentina N. Petrova<sup>3</sup>, Olga I. Shcherbakova<sup>4</sup>, Ludmila N. Gridyaeva<sup>5</sup>, Tatiana V. Pushkareva<sup>6</sup>, Darya B. Belinskaya<sup>7</sup>

### **Personal Determinant Features Of Contemporary Students Asocial Behavior**

Aida V. Kiryakova 1, Evgeniya I. Tikhomirova 2, Svetlana I. Glukhikh 3, Svetlana V. Saltseva 4, Vadim V. Kolga 5, Maria A. Bezborodova 6, Olga V. Popova 7,8, Irina V. Afanaseva 9

**Problems Of Formation Of Active Bilingualism In Polycultural Russian Society**

Elena V. Susimenko<sup>1</sup>, Marianna V. Slizkova<sup>2</sup>, Galina V. Shevtsova<sup>3</sup>, Irina Iu. Dzhulai<sup>4</sup>, Larisa Iu. Fedorova<sup>5</sup>, Anastasia A. Popova<sup>6</sup>

**Patriotism In Local Communities Of The South Russia**

Yuriy G. Volkov<sup>1</sup>, Anna V. Vereshchagina<sup>2</sup>, Anatoly V. Lubsky<sup>3</sup>

**Students-Leaders And Students-Outsiders: Cognitive Style And Personal Constructs Of Students With Different Sociometric Status**

Irina V. Mikhailova<sup>1</sup>, Larisa V. Orlova<sup>2</sup>, Maria A. Erofeeva<sup>3</sup>, Lyudmila A. Stanovova<sup>4</sup>, Tatyana L. Khudyakova<sup>5</sup>, Elena V. Fomina<sup>6</sup>, Victoria A Baranova<sup>7</sup>

**Learning Style Preferences of Students Studying in Foreign Language**

Mehmet Ugural, Ph.D.<sup>1</sup>, Salim Akyürek, Assit. Prof.<sup>2</sup>, Ecem Tezel, M.Sc.<sup>3</sup>

**Mastering Of Student Valeological Socio-Cultural Etalons In Pedagogically Organized Environment Of College And University**

Roza Sh. Akhmadieva<sup>1</sup>, Irina P. Yakusheva<sup>2</sup>, Maxim S. Fabrikov<sup>3</sup>, Nina I. Kryukova<sup>4</sup>, Ekaterina P. Perkova<sup>5</sup>, Gulnara R. Ibraeva<sup>6</sup>, Elena V. Platonova<sup>7</sup>, Olga N. Gallyamova<sup>8</sup>

**Formation Of The Regional Economic Security System As An Important Direction Of Socio-Oriented Indicative Planning**

Ivan P. Danilov<sup>1</sup>, Ekaterina A. Ilyina<sup>2</sup>, Tatiana I. Ladykova<sup>3</sup>, Nataliia V. Morozova<sup>4</sup>, Alena I. Trukova<sup>5</sup>

**Modern Trends In Educational Institutions Education Quality Assessment**

Olga V. Stukalova<sup>1</sup>, Roza Sh. Akhmadieva<sup>2</sup>, Oleg R. Khasyanov<sup>3</sup>, Liya V. Faleeva<sup>4</sup>, Gulnaz Sh. Ashrafullina<sup>5</sup>, Lyubov K. Fortova<sup>6</sup>, Lyubov V. Kochneva<sup>7</sup>, Nina I. Kryukova<sup>8</sup>

**Case-Method Use To Train Management Masters**

Olga V. Rogach<sup>1</sup>, Elena V. Frolova<sup>2</sup>, Tatyana M. Ryabova<sup>3</sup>, Maxim S. KOZYREV<sup>4</sup>

**Effect of Peer Tutoring on the Academic Achievement of Tutors and Tutees in the Subject of Biology at Secondary Level**

\* Irfanullah<sup>1</sup>, Prof. Dr. Rabia Tabassum<sup>2</sup>, Ayaz Ahmad<sup>3</sup> and Najeebullah<sup>4</sup>

**Linguistic Analysis of Students' Opinions about their Self-realization and Psychological Well-being in University Education**

Elena N. Shutenko\*, Andrey I. Shutenko, Marina A. Kanishcheva, Julia J. Kovtun, Anna V. Lokteva, Julia P. Derevyanko

**The Use of National Language in International Standard Schools in Indonesia: A Phenomenological Approach**

Yulianto<sup>1</sup>, Baby Poernomo<sup>2</sup>

**Teaching and Learning Business English: Challenges and Development Potential**

Elena B. Grishaeva

**Developing Attitude Scale and Determining Its Psychometric Qualities in Learning Grammar**

Prof.Dr. Ahmet Pehlivan<sup>1</sup>, ssoc.Prof.Dr. İbrahim Seçkin Aydın<sup>2</sup>, Dr. Gizem Uyumaz<sup>3</sup>

**Evaluation Of Music Faculty Members' Teaching Efficacy Perception**

Aleskerli Kamala Vais

**Language contact phenomenon and lexical ambiguities**

Hamzeh Moradi

ACCEPTED

## Analysis of the State of Teaching the Chinese Language in KFU and Methodological Recommendations on Some of its Aspects

Leisan Mirzieva, Elvira Daminova, Veronika Tarasova

1 Instructor

2 Senior Instructor

3 Senior Instructor

Kazan Federal University, Kazan, Russia

### Abstract

The paper addresses the theoretical and practical aspects of Chinese language teaching in Kazan Volga Region Federal University. The Chinese Studies have been occupying an important place in the history of Oriental science in the University of Kazan. The authors give a detailed overview of the previously published articles on teaching Chinese as a foreign language in Russia, Asia and in European countries. It has been observed that these studies mostly relate to a scientific potential and history of the Chinese Studies while there are very few articles devoted to the current state of teaching the Chinese language, including those, which pay special attention to such issues as educational materials, methodology and teaching system, etc. This article gives some reflections on the strategies of training students, whose major is Chinese, based on one-month questionnaire survey and interviews of 70 students of the second, third and fourth years of study. After analyzing all the aspects of Chinese teaching in Kazan Federal University, this paper draws the following conclusions and recommendations regarding all four aspects mentioned above: First, it is clear that both native Chinese teachers and the Russian teachers of Chinese language should be very selective in distributing teaching contents in order to achieve complementary teaching. Secondly, Chinese teachers need to develop and personalize the teaching plans according to the specific language skills of students, teaching students according to their aptitudes, and incorporate multimedia teaching methods. Finally, it is clear that the secondary school should unify the Chinese textbooks; set up extensive reading teachings, listening and pronunciation courses which will help to improve students' listening and pronunciation skills.

**Keywords:** University of Kazan, Chinese studies, Textbooks, Questionnaire, student, educational materials

### Introduction

Our research is devoted to the study of the state of teaching the Chinese language in Kazan (Privolzhsky) Federal University (KFU) <https://kpfu.ru/>

KFU is one of the largest centres for studying and teaching Chinese in the Volga Region, having a great potential for development.

The year 2007 saw opening of the Confucius Institute at KFU parallel to the existing program "Philology. Chinese Language and Literature", and, as a result, over the past ten years the Institute for International Relations, History and Oriental Studies has been successfully conducting educational and research work.

On April 24, 2017 a solemn celebration in honour of the 10th anniversary of the Confucius Institute was held within the walls of KFU which was attended by the Chinese Ambassador to Russia, Li Hui.

From the very beginning, KFU has been adhering to the following main principles in teaching the Chinese language: development of education with focus on the research base, stimulation of the development of friendly relations between China and Russia [19].

The KFU Administration also signed a number of agreements concerning implementation of the plan for developing active cooperation with the Chinese side. However, teaching Chinese in KFU faces quite a few problems related to such aspects as teaching staff, students, teaching materials, and the teaching system.

Thus, it is necessary, in our opinion, to conduct research on these particular aspects, and, based on the results obtained, to offer the best ways and strategies for solving these problems.

These recommendations are expected to have a practical value and significance not only for KFU, but also for other Russian educational institutions teaching the Chinese language as the main foreign language.

There are a number of studies on the current state of teaching Chinese as a foreign language. Among others, there are the works of Xia Chin, Si Shilan, Zhang Yingguang, and others, whose attention was mainly focused on development of teaching Chinese language, educational strategies, training of pedagogical personnel, etc. [1,2,3,4]

In recent years, the range of research data has gradually expanded up to the analysis of the effectiveness of distance education (which has become increasingly popular in recent years) [5], seeking to obtain more innovative results. In addition, some Chinese researchers who teach Chinese as a foreign language also conducted an overview of teaching Chinese as a foreign language and its characteristics in various countries such as Thailand, Korea, Slovakia [6,7,8,9]. Some of them studied teaching the Chinese language in Russia [10,11,12,13,14], mainly in the Far Eastern Region [15,16,17], while there are still just a few papers devoted to teaching the Chinese language in KFU. We also found that these studies mostly relate to a scientific potential and history of the Chinese Studies in Kazan [18,19,20], and there are very few articles devoted to the current state of teaching the Chinese language, including those that pay special attention to such issues as educational materials, teachers and students, the teaching system, etc. Thus, there is a necessity to study teaching the Chinese language not only in a practical way, but also in a theoretical one.

The subject of our study was students of years 2, 3 and 4 of the Chinese Philology program; there were 70 students interviewed (due to the fact that first-year students have not been yet sufficiently aware of the situation of teaching the Chinese language in KFU, we focused our attention on the senior students). Then, a detailed analysis of the questionnaires was carried out.

The core of our study was a questionnaire, so we approached it very thoroughly. We divided the questions into two groups: open type and semi-open type, 34 questions in total.

The main objectives of the questionnaire were as follows:

1. The best ways to study teaching the Chinese language in KFU (the state of students, teachers, educational materials, the teaching system, etc.).
2. To summarize advantages and achievements of teaching Chinese in KFU.
3. To put forward proposals and recommendations on solution of the existing problems and issues related to teaching the Chinese language in KFU.

To obtain more accurate results corresponding to the actual state, we also conducted an oral field survey - interviewed some students and teachers in addition to the written survey. Based on the analysis of the survey results, we came to the following conclusions:

As for the issue related to teachers of the Chinese language: Russian-speaking teachers of the Chinese language and the native speakers both have their strengths and advantages in teaching Chinese. More than a half of the surveyed people pointed out that the disadvantage of Russian-speaking teachers of the Chinese language was a partial violation of pronunciation and hieroglyphic norms (the average index is 51%); while as the advantage they noted a clear and simple explanation of grammar rules (the average index is 62%). The situation with native speakers teachers is completely different due to the language barrier: they find it difficult to express their thoughts, which causes some difficulties in explaining the

material on the grammar of the Chinese language (the average result for all students is 59%). The strengths of native speakers of Chinese are the ability to identify and indicate pronunciation mistakes and the rich teaching experience.

As for the students, in the process of learning the Chinese language, they face problems in a) pronunciation; b) listening (they can hardly distinguish between separate sounds and syntagmas); c) speaking (lack of readiness for statements). Facing these difficulties, students lose their motivation and interest in the object of study, in our case, the Chinese language, which gives rise to frustration in learning the Chinese language. The results of the survey show that students of years 2-4 consider the lack of a language environment to be the main disadvantage in KFU: this is the most noticeable, key and significant disadvantage (the average result is 61%).

As for the educational materials, the students expect that the textbook would contain typical assignments similar in structure to the HSK exam<sup>1</sup> (the average result is 57%), as well as modern vocabulary and language expressions (the average result is 46%).

The results of the survey concerning the volume of the Extensive Reading were striking: 50% of respondents were not aware of that such kind of learning activity, as Extensive Reading had not been included into their course of studies.

We would like to draw attention to the fact that the majority of the respondents, answering the question what language subjects they would like to add to the existing educational program, chose the answer "phonetics and pronunciation" (59%) and "listening comprehension" (chosen by about a half of the respondents - 45%).

As for the organization of the educational process, it should be noted that, despite that the Department of Altaic and Chinese Studies of the Institute of International Relations, History and Oriental Studies (IIRHaO) and the Confucius Institute conduct a variety of cultural and educational activities, students are mostly not interested in them and have no desire to actively participate in such activities.

In addition, the analysis of the results of the survey demonstrated that students assess as "medium" the opportunities for an internship in China.

Based on the foregoing, we are proposing the following strategies and ideas to improve the quality of teaching Chinese in KFU.

Firstly, based on the analysis of the results of the survey, we believe the Russian teachers of the Chinese language and the teachers from China should complement each other in both professional and teaching terms, and, using their strengths, distribute aspects of teaching. To achieve this goal, we consider it necessary to take the following measures:

- To hold regular seminars or pedagogical conferences where teachers of the Chinese language of the Department of Altaic and Chinese Studies could share the personal experience with colleagues, discuss how it is possible to present the grammatical, linguistic and cultural material in the simplest way. In the future, these seminars can be conducted in the form of distance learning by video or online conferences with other branches of KFU, which practice teaching the Chinese language.
- To create upgrade training courses. The results of the questionnaire showed that the students of the Department of Altaic and Chinese Studies demanded a high level and the high quality of teaching the Chinese language, most of all they value the practical experience in the field of teaching, an effective planning of study time and process, and an individual approach to students. These goals cannot be achieved without certain knowledge in the field of teaching the Chinese language, without continual development of the personal and professional qualities of the teacher. The upgrade training courses may

<sup>1</sup> HSK translated as the Chinese Proficiency Test or the Chinese Standard Exam for non-native speakers such as foreign students and overseas Chinese.



be of various formats: round tables, workshops, master classes, creative and problem groups of teachers, work, practice sessions, internships, open lessons, professional competitions, etc.; the main thing is that they pursue the goal of improving the quality of the educational process and qualifications of the teacher. It should be noted that the Department of Chinese Studies has already taken active steps in this way. For example, in 2014 a professional competition was held among Russian-speaking teachers of the Chinese language and native speakers. In addition, since 2015 teachers of the Department of Altaic and Chinese Studies have been taking summer upgrade training courses in China. Thus, the Department of Chinese Studies of the Institute for International Relations, History and Oriental Studies of KFU has already taken a course to improve the quality of specialist training.

In addition, since December 2016, in cooperation with the Confucius Institute, the Altaic and Chinese Studies Department organizes monthly upgrade training courses for teachers of the Chinese language working in the schools of Kazan. On the one hand, such increased attention paid to teaching the Chinese language in the sphere of secondary education can be explained by the current policy of the Ministry of Education and Science of the Republic of Tatarstan and Russia, which prescribes to introduce teaching the Chinese language along with English and other foreign languages in the compulsory curriculum. Thus, R.N. Minnekhanov, President of the Republic of Tatarstan, noted in one of his public speeches that young specialists of Tatarstan should know two foreign languages – English and Chinese. On the other hand, thanks to highly qualified teachers of the Chinese language who will provide high-quality education to pupils, KFU and other universities of Russia will have students with good, fundamental knowledge of Chinese, which will allow them to meet increasing demands of rapidly changing time. Here we suggest training of the teaching staff in two directions: the school and the university.

Secondly, we believe teachers should adhere to an individual approach to students, use multimedia teaching methods that could facilitate understanding of the language material, especially the lack of a language environment; and the class planning should focus on development of the specific language competences and skills.

We believe, after analysing traditional and modern methods of teaching a foreign language, that the most effective way to compensate for the lack of a language environment and live communication in the classroom is using of audio-visual learning tools [21]. The audio-visual learning tools are an effective source of improving the quality of education due to the brightness, expressiveness and information richness of visual-auditory images, recreating situations of communication and acquainting with the country of the language being studied. The motivation is increased. A systematic use of the audio-visual learning tools can fill the absence of a language environment at all stages of learning.

Finally, after a thorough analysis of the survey results, we believe the Department of Altaic and Chinese Studies of KFU should come to a single list of teaching materials for students of all years, which the teachers should strictly adhere to in the future. Teaching materials, in their turn, must correspond to a certain complexity level of knowledge, skills and abilities.

It is necessary to introduce the Extensive Reading to encourage students to master and deeply understand the characteristic features of modern literary Chinese through reading.

Another important thing to do is to include in the curriculum as additional material such disciplines as phonetics and pronunciation norms; additional material for listening comprehension, providing students with the opportunity to increase their level in acquiring pronunciation and listening skills.

Summarizing all of the above, the serious work should be performed to develop the academic literacy. Creating a system of integrated development of academic literacy is a matter of great urgency. We believe that academic literacy is an interdisciplinary competence, a certain complex structural formation, which integrates traditional knowledge and intellectual, communicative, ideological skills as well. [23]

Another format of effective development of linguistic and cultural competences among students is participation in cultural extracurricular activities. Alikberova A.R. emphasizes the importance of using *cultural diplomacy* that includes promotion of the national culture and the positive image of the country.[22] According to the results of the questioning, despite the fact that the Department of Altaic and Chinese Studies regularly organizes events dedicated to the Chinese culture, as well as various contests for knowledge of the Chinese language and the basics of Chinese traditional arts (calligraphy, tai chi, folk dances, the recitation of poems by prominent Chinese poets, etc.), a strikingly small number of students actively participates in them.

In this regard, in order for students to increase their interest and to involve them in active participation in extracurricular activities of the department, we consider it necessary to charge additional semester points in the Chinese language course, as well as expand the range of fields and areas within which the activities related to China and the Chinese culture would be conducted. For example, it can be a Cup of the Confucius Institute of the KFU for table tennis. We believe it to be a very attractive idea, which, undoubtedly, would be met with great enthusiasm by the Board of the Department of Chinese Studies of the Institute for International Relations, History and Oriental Studies of KFU, and by the students themselves, since there is a very special attitude to sports in Kazan. Kazan is one of the big sports centres of Russia, the capital of the Universiade 2013; besides many other European and world championships have been held here.

Other reasons for students' losing interest to extracurricular programmes could be explained by the fact that every year brings more and more people who enroll in programs related to the Chinese language, which in its turn leads to the lack of vacancies or quotes for KFU students in Chinese universities.

Furthermore, the low level of satisfaction with the provision of foreign internships is also related to the fact that students applying for grants have quite limited information about scholarship programs, not to mention information related to the process of applying for a grant, what documents are required, etc. In order to solve these issues, we believe it is necessary to organize a group of teachers and senior students who would hold regular meetings, during which students, including those who are travelling for the first time, could receive all the answers to their questions about studying in China.

We hope that in the near future all recommendations set forth in our work will find a response and support from the teachers of the Department of Altaic and Chinese Studies, including the administration and will be actively used in the work and the pedagogical practice.

### Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

### References

1. 夏青 (2005) 我国外国留学生教育与对外汉语教学的现状, 《浙江树人大学学报》, 第4期, 59-62页。
2. 刁世兰 (2010) 对外汉语教学现状与趋势, 《辽宁行政学院学报》, 第8期, 84-85页。
3. 张映光 (2006) 论国内对外汉语教学专业师资型人才的培养, 《云南师范大学学报》, 第3期, 86-91页。
4. 李培元 (1989) 中国对外汉语教学的40年, 《世界汉语教学》第3期, 129-136页。
5. 郑玉惠 (2014) 对外汉语远程教学现状研究与需求分析, 广东外语外贸大学硕士论文。



6. 金天一（2001）韩国学习汉学的历史概况及当前韩国高校汉语现状教学态势的研究，第五届全国语言文字应用学术研讨会论文集,312-323页。
7. 方雪（2008）泰国汉语教学与汉语推广研究，山东大学硕士论文。
8. 方瑜（2011）斯洛伐克汉语教学现状调查，南京师范大学硕士论文。
9. 刘慧清（2006）部分国外大学汉语教学情况简介，《云南师范大学学报》第4期，90-92页。
10. 乔莹莹（2011）俄罗斯本土汉语教师专业发展现状、问题及对策研究，上海师范大学硕士论文。
11. 石传良（2006）俄罗斯学生汉语学习现状的调查分析，《世界汉语教学》，第2期，138-142页。
12. 赵莉（2011）“汉语热”背景下俄罗斯汉语师资的现状与对策分析，《海外视野》，11期，35-38页。
13. 张静贤（1993）俄罗斯圣彼得堡大学东方系，《世界汉语教学》第3期，238-239页。
14. Arefyev A.L. (2011). Chinese Language in Russian Higher Education Institutions: History and Contemporaneity（俄罗斯高等汉语教学概述），Foreign Languages in Higher Education Institutions, No. 1, 94-106
15. 王瑞君（2014）俄罗斯远东联邦大学东方学院汉语教学现状调查与分析，黑龙江师范大学硕士研究生学位论文。
16. 雅兰（2013）俄罗斯布里亚特国立大学孔子学院现状调查与分析，山东师范大学硕士学位论文。
17. 张欣（2011）俄罗斯太平洋国立大学汉语教学案例分析，黑龙江大学硕士论文。
18. Valeev R.M., Fedorchenko R.G. (2014). Development of Chinese Studies in Kazan University and Teaching the Chinese Language in First Kazan Gymnasium (first half of the 19th century), Journal of Kazan State University of Culture and Arts. No.2, 1-3
19. A.R. Kasimova (2010) 喀山大学十九世纪汉语传统概述，《中国和俄罗斯：历史与发展》第3期，224-226页。
20. 李兰宜（2010）振兴喀山汉语学研究的可行性方案，《中国和俄罗斯：历史与发展》第3期，92-95页。
21. Nalliveettil George Mathew & Ali Odeh Hammoud Alidmat (2013). A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction, International Journal of Higher Education, 2013, Vol. 2, No. 2  
URL: <http://dx.doi.org/10.5430/ijhe.v2n2p86>
22. Alikberova A.R. (2016). Influence of Modern Russian-Chinese Relations on Shaping of V.V. Putin's Public Image in China, Man in India, 2016, ISSN: 00251569, Vol. 96, Iss.3, 747-753
23. Daminova E. R., Tarasova V. V., Kirpichnikova A. A. Academic Writing as a Key Component of Academic Literacy, Turkish Online Journal of Design, Art and Communication, April, 2017, Vol.7,

## Ethnic Stereotypes Of Communicative Behavior In Paroemiological Fund Of The Tatar And Turkish Languages

Gulshat N. Galimova 1, Alfiya Sh. Yusupova 1, Guzel A. Nabiullina 1, Mustafa Oner 2

1 Kazan Federal University

2 Ege University (Izmir, Turkey)

### Abstract

Nowadays, despite the availability of actual material and scientific publications dealing with certain aspects of communicative culture, a complex and comparative-contrastive linguistic study considering the issues of ethnocultural stereotypes of communicative behavior of the Turkic peoples is relevant in modern linguistics. Within the framework of this article, the research was carried out on the basis of the paroemiological units of the Tatar and Turkish languages. The study used descriptive, stylistic and comparative-contrastive methods. The methodological basis of the study is also the linguoculturological, cognitive-linguistic aspects of the study of paroemiological units. In the course of the study, typical and specific characteristics of ethnocultural stereotypes expressing the uniqueness of the Tatar and Turkish cultures were revealed. The most important typical categories of the communicative culture of the Tatars and the Turks are communicability, a culture of communication, courtesy, verbiage and silence, effective communication and conflict communication. Proverbs lead to the effect that one leans toward truth over lies, pauciloquence over garrulity, deeds over words, silence over speaking, listening over speaking. The analysis of the stereotypes of communicative behavior shows that, in spite of belonging to different ethno-cultures, the Tatars and Turks remain faithful to observing folk customs and specific speech cultures.

**Keywords:** ethnocultural stereotype, communicative behavior, speech culture, Tatar ethno-culture, Turkish ethno-culture paroemiological fund

### Introduction

Communicative culture is an important element of the intellectual culture of the people. Communicative culture is based on the generally accepted moral requirements for the ethnos communicative behavior. Communicative behavior is determined by the values, national rules of behavior inherent in each ethno-culture [1]. The problems of studying communicative behavior, communicative culture comprehend many issues related to intercultural communication and language competence of the people [2-4].

The interest in the study of national peculiarities of linguistic ways of expressing communicative norms and behavior has recently increased in modern linguistics. In Turkic studies in recent decades, a number of monographic studies in sociolinguistics, ethnolinguistics and cultural linguistics have resulted in the linguistic learning of stereotypes of speech culture [5-8]. Of particular interest are comparative studies of stereotypes of speech communication of the Turkic peoples, because ethnocultural stereotypes have not been studied in science from this perspective before. The aim of our study is the study of ethnocultural stereotypes of communicative behavior of the Tatar and Turkish linguistic cultures represented in the paroemiological fund. The subject of investigation is the ethnocultural features of stereotypes of speech behavior of the Tatars and the Turks. The material of the study is the Tatar and Turkish proverbs [9-11]. The relevance of the study is determined by the fact that the ethnoculturological study of the communicative behavior of the Tatar and Turkish peoples makes it possible to re-analyze the communicative culture of the ethnos in the contemporary context and to reveal the typical and specific characteristics of the communicative culture of the Tatar and Turkish peoples. The study of

communicative behavior on the material of the paremiae provides means for revealing the general rules of communicative behavior of the ethnos which turn out to be much richer, more diverse and more precise than many modern basic concepts of effective information translation [12, 13]. Proverbs are the means that express a stereotype, reflect the culture of the people in their semantics, convey the national character, the historical and cultural flavor [14].

### Methods

The study used descriptive, stylistic and comparative-contrastive methods. A descriptive method is represented by the techniques, such as the method of continuous sampling, the method of processing, interpretation, as well as lexico-semantic analysis. The stylistic method is based, first of all, on the semantic and contextual analysis of linguomental stereotypes and the national-cultural connotation. In comparative-contrastive analysis of ethnocultural stereotypes of communicative behavior of the Tatars and the Turks, one reveals a number of similar features and distinctive features determined by the national originality of mentality, language and culture.

The methodological basis of the study is also the linguoculturological and cognitive aspects of the study of paroemiological units. The linguistic and cultural analysis of proverbs makes it possible to identify cultural and specific markers of the peculiar features of speech behavior of the Tatars and the Turks presented in them. The cognitive approach allows for the national in communication to be defined and national-cultural distinctiveness to be revealed. The methods and approaches used in the work are determined by the complex nature of the study.

### Results And Discussion

Ethnocultural stereotypes of communicative behavior of the Tatars and the Turks are closely connected with their mental and cultural values. The Tatars, regardless of faith, nationality and social status, deal towards the interlocutor amiably, respectfully and friendly. Leniency and tolerance are also among the basic mental qualities of the Tatars. And the Turks are very polite and courteous. On meeting, they are always friendly and hospitable, etiquette is given great importance. All these basic features of ethnos are reflected in conversation.

1. In both linguistic cultures typical category of communicative behavior is **sociability**, i.e. ability to establish, maintain contacts, ability to communicate. In order to establish a good relationship, one needs to be able to listen, analyze, understand the interlocutor's speech, convince. The analysis of the paremiae shows that the Tatars and the Turks in communication are open, friendly, sincere, competent and sociable.

The Tatar and Turkish linguistic cultures comprehend many proverbs about the power and value of the word. For example: *Тел - байлык* (Language – richness); *Тел күрке - сүз* (literally: The value of a word - language); *Dilin cirmi küçük, cürmü büyük* (The tongue itself is small, but the mistakes are big); *Baş dille tartılır* (Голова языком измеряется / The head is measured by the tongue).

The proverbs say that the art of speaking helps to develop and maintain relationships. A person should be able to master the skills of the culture of speech. For example, *Сүз сөйләү – һөнәр, сөйли белмәгән үләр* (Говорение – это профессия, кто не умеет говорить, тот умрет / Speaking is a profession, those who cannot speak will die); *Yerinde söz söylemesini bilen özür dilemek zorunda kalmaz* (Кто умеет сказать слово к месту, тот не будет вынужден просить прощения/Those who can say a word in season will not have to make an apology), etc.

A sociable person enjoys authority and makes a bid for sympathy, commands respect in society: *Суны таяк белән, кешене тел белән үлчиләр* (Воду палкой измеряют, а человека языком / Water is measured with a stick, man – by his speech); *Ат кешнәшен белешә, адәм сөйләшен таныша* (Лошадь узнается по ржанию,

человек узнается по разговору / Horse is known by neighing, man is known in conversation); *Hayvan koklaşa koklaşa, insan konuşa konuşa* (Животные принюхиваясь (общаются), люди – разговаривая / Animals communicate by sniffing, men – by talking); *Bir lisan bir insan, iki lisan iki insan* (Один язык – один человек, два языка – два человека / One language – one man, two languages – two men). It is noteworthy that in the Tatar linguistic culture the ability to keep one's word, promise is highly valued: *Сүзне әйтмә, әйтсәң – кайтма* (Слово не говори, сказал – не отступай / Don't say a word, if you have said – don't backtrack).

Importance is attributed to such communicative qualities as wit, eloquence: *Һөнәр алды – кызыл тел* (Начало профессии – красноречие / The beginning of a profession is eloquence); *Deveci ile konuşan kapısını büyük açar* (Кто говорит с погонщиком верблюдов, тот широко открывает дверь / Who can talk to cameleer gets the door wide open), etc.

As our studies show, one needs to be restrained and judicious in the Tatar and Turkish communicative culture. Before speaking, one needs to think, analyze one's speech: *Әүвәл уйла, аннары сөйлә* (Сначала думай, прежде чем говорить / Think before speaking); *Бар белгәннең сөйләргә ашыкма* (Не спеши говорить, все что знаешь / Don't haste to tell everything you know); *Телеңне тезгендә тот, этеңне чылбырда тот* (Язык придержи на уздечке, собаку на привязи / Keep a still tongue in your head, the dog on the porch); *Önce düşün sonra söyle* (Сначала подумай, потом говори / First think, then speak); *Boğaz dokuz (kırık) boğumdur* (В горле девять (сорок) узлов / There are nine (forty) lumps in the throat); *Sözünü bil, pişir; ağzını der, dövşir* (Слово перевари, прежде чем сказать / Digest a word before saying it), etc.

**2. The culture of communication and etiquette** plays an important role in the communicative behavior of the Tatars and the Turks. Upbringing, human mind, respect for the interlocutor is manifested in the culture of communication.

The ability to carry on a conversation has been considered to be the highest art at all times. The ability to talk, listen to, hear and understand the interlocutor's speech is the basis of a communication culture. It should be noted that one has highest regard for the ability to listen to the interlocutor in Tatar and Turkish linguocultures, it is forbidden to interrupt the speaker: *Белмичә сөйләгәнче, белгәннең сүзен тыңлау яхшы* (literally: *Лучше слушать речь того кто знает, чем говорить не зная* / It is better to listen to the speech of a cognizant, than to speak on something you are ignorant of); *Үзең ишетмәсе килмәгән сүзне кешеңә сөйләмә* (Тот, кто говорит всё, что хочет, услышит то, чего не хочет / Who says everything he wants will hear what he doesn't want to know); *Sözü söyle alana, kulağında kalana* (Слово говори тому, кто слушать будет); *İstedigini söyleyen istemedigini işitir* (Тот, кто говорит всё, что хочет, услышит то, чего не хочет / Who says everything he wants will hear what he doesn't want to know), etc.

In the Tatar linguistic culture, the ability to engage one in talk correctly, ask questions is a valuable quality of verbal communication culture: *Ничек эндәшсәң, шундый җавап* (Какой привет, таков ответ / As you give, you receive); *Соравына күрә җавабы* (Какой вопрос, такой ответ / Don't ask a stupid question, and you won't get a stupid answer); *Жеп турында сөйләгәч, энәсеннән башлау хәерле* (literally: *Если разговор о нити, нужно начать с иголки* / If a conversation about the thread, start with the needle), etc.

It should be noted that humor in Tatar linguistics should suit the occasion, and in Turkish linguistic culture preference is given to a serious conversation. If the interlocutor decides to joke, then his joke should be appropriate and tactful: *Уен сүзгә мәгънә кирәк* (Шутка должна быть со смыслом / A joke should be meaningful); *Уйнап әйтсәң дә уйлап әйт* (literally: *Если говоришь в шутку, говори обдуманно* / If you speak in game, speak deliberately); *Gülme komşuna gelir başına* (Не смейся над соседом, с тобой такое же может случиться / Don't laugh at your neighbor, anything may happen to you); *Şakanın sonu kaka* (Последствия шутки могут быть плохи / The repercussion of the joke may be painful), etc.

**3. The category of politeness** is one of the main categories of communication of the Tatars and the Turks. Politeness is treated as the ability to respectfully and tactfully communicate with people, reach compromises. The stereotype of politeness is associated with such qualities as decency, tact, courtesy and



wisdom: Акыллы кеше сүз әйткәндә, әйтер сүзен чамалар (Умный человек знает что говорить / A man of sense knows what to say); Әдәп баши – тел (Воспитанный умеет разговаривать / Well-mannered man can speak); Инсафлының теле саф (Воспитанный человек всегда вежливо говорит / A well-mannered is always polite in conversation); Açırtma kutuyu, söyletme kötüyü (Не вынуждай открывать коробку, не заставляй говорить (припоминать) плохое / Don't compel to open up a box, don't compel to say (remind) bad things); Tatsız çorbaya tuz, akılsız kafaya söz kâr etmez (Бесполезны соль в невкусный суп и слово для глупого человека / It is useful to add salt into the soup with no flavor and it is useful to talk to a stupid person), etc.

A kind, good, sweet, meaningful word is highly valued in Tatar lingviculture: Яхшы сүз балдан татлы (Доброе слово слаще меда / A kind word is as sweet as honey); Татлы тел тимер капканы да ачар (Сладкие слова откроют и железные ворота / A sweet word goes a long way); Жайлы сүз эсәң эретә (Толковое слово душу греет / A sensible word makes the soul warm); Жылы сүз – эсәң азыгы (Теплое слово – духовная пища / A kind word – soul food). As far as the Tatar culture of communication is concerned, a man is to speak “tastefully and sweetly”: Tatlı dil yılan deliğinden çıkarır (Literally: Сладкое слово змею из норы выманит / A sweet word will bring a snake into the open); Tatlı ye, tatlı söyle (Ешь сладкое, говори сладко / Eat sweets, say suger-coated words); Tatlı söz dinletir, tatsız söz esnetir (Сладкое слово заставит слушать, несладкое – зевать / A sugar coating word will make listen, sugarless – yawn), etc.

In conversation the Tatars and the Turks try to show respect, not to hurt the interlocutor's feelings: Сыйларға сыең булмаса, сыйпарға телең булсын (Если нет чем угостить, угощай приятными словами / If you don't have anything to treat to, entertain with smooth words); Buğday ekmeğin yoksa buğday dilin de mi yok (Если у тебя нет ржаного хлеба, приятного слова тоже нет что-ли? / If you don't have rye bread, do you have a pleasing word?); Cebinde para bulunmayanın, hiç değilse dilinde bal bulunmalı (Если нет денег, то хотя-бы на языке мед должен быть / If one has no money, should have a honey tongue), etc.

Thus, tactful behavior, complaisance, respect, courtesy and benevolence are the main qualities in the communicative behavior of the Tatars and the Turks.

4. As the analysis of paremia shows, **garrulity** is a communicative category opposed to restraint in both linguistic cultures: Теленә салынган эшендә абынган (Кто много разговаривает, тот дело не сделает / He that talks much fails to do much); Dilden gelen elden gelse, her fukara padişah olur (Если все что можно сказать языком, можно было бы сделать руками, то каждый был бы королем / If everything said were done, everybody would become a king). These paremia mean that those who chatter incessantly, boast, you cannot believe in and rely on them. Briefness, the ability to weigh every word characterize the communicative culture of both the Tatars and the Turks: Az сөйләгән аз ялгышыр (Кто мало говорит, тот мало ошибается / He that talks much errs much); Az сүз – алтын, күп сүз – бакыр (Мало слов – золото, много слов – медь / Not many words – golden, many words – copper); Бер сүз аз, ике сүз күп (Одного слова мало, два слова много / One word is not enough, two words – too much); Az söyle çok dinle (Мало говори, много слушай / Keep your mouth shut and your ears open); İki dinle bir söyle (Два раза послушай, один раз скажи); Adam olana bir söz yeter (Настоящему человеку одного слова достаточно / One word is enough for a true character), etc. Brief speech, silence in communication are evidence of the fact that a person is clever and serious in his deeds. Silence in both cultures is highly appreciated: Сөйләвең көмеш булса да, дәмләвең алтын (Говорение серебро, молчание золото / Talk is silver, silence is golden); Söz gümüş sükut altın (Слово серебро, молчание золото / Speech is silver but silence is gold), etc.

The Turkish language illustrates a large number of proverbs associated with the consequences of inappropriate verbosity: Dil söyler saklanır, baş belaya katlanır (Язык скажет и спрячется, беда с головой приключается); Derdin yoksa söylen, borcun yoksa evlen (Если нет проблем, говори, если нет долгов, женись). Thus, in a communicative culture a person should be able to express his thoughts concisely, without being carried away by idle talk.

5. Effective and conflictual communication are significant categories of communicative behavior in the Tatar and Turkish paremia. The qualities such as openness, sincerity, heartfulness are the main criteria for **effective communication** in Tatar and Turkish speech behavior: *Тел - күңел көзгесе* (Язык – зеркало души); *Йөрәктән чыкмаган йөрәккә җитмәс* (Слово, которое не идет от сердца, не доходит к сердцу); *Yürekten çıkmayan söz insanı yarı yolda bırakır* (Слово, которое не идет от сердца, оставит человека на полпути) и т.д.

Frankness and truthfulness are important enough for speech culture: *Телнең зиннәте – тугры сүз* (Правдивое слово – украшение языка); *Туры сүзгә ант кирәкми* (Literally: Правдивому слову клятвы не нужна); *Doğru söyleyenin bir ayağı üzengide gerek* (У того, кто говорит правду, одна нога должна быть в стремени); *Dost acı söyler* (Друг скажет горькую правду) и т.д.

Paremia expose **conflictual communication** through lies, quarrels and resentments: *Ызгыш - дошманлыкның башы* (Ссора начало вражды); *Kavgada kılıç ödünç verilmez* (В ссоре меч не дают в займы). Tatar and Turkish paremia call not to quarrel, but to avoid them: *Гафу үтенгәнче, ызгышмау яхшы* (Лучше не ругаться чем потом извиняться); *Ачулансаң да, соңгысын әйтмә* (Если даже злишься, не говори последнее); *Biri yer biri bakar, kıyamet ondan kopar* (Кто-то ест, кто-то смотрит, ссора отсюда появляется); *Ağzından hayır çıkmazsa bari şer söyleme* (Если не можешь сказать доброе слово, то хотя-бы плохого не говори).

In Tatar speech behavior, silence is a way to cease quarrel: *Дәими торсаң, талаш бетә* (Промолчишь и ссоры нет). A way of ceasing a quarrel in Turkish linguistic culture is its cause: *Yorgan gitti, kavgā bitti* (Причина ссоры исчезла, ссора прекратилась).

Both the Tatars and the Turks condemn lies and gossip: *Гайбәт чәйнәгәнче, сагыз чәйнә* (Лучше жевать, чем сплетничать); *Гайбәтченең теле - мең колач* (Язык сплетника – тысячи километров); *Adam adamı bir kere aldatır* (Человек человека один раз обманет (больше уже не сможет обмануть)); *Şüühi vukuundan beter* (Слухи о чем-либо хуже, чем его происшествие), etc.

Thus, in both linguistic cultures, conflict, contention, quarrel, and lies are negative categories of communicative behavior for both the speaker and the listener and always cause negative emotions and feelings.

### Summary

The analysis of paremia makes it possible to draw a conclusion that ethnocultural stereotypes of communicative behavior are equally represented in proverbial systems of both cultures. The most significant categories of communicative culture of the Tatars and the Turks are modesty, restraint, courtesy, openness, sincerity and respect. Preference is given to truth over lies, to silence over talkativeness, to action over words, to silence over speaking. Nevertheless, the communication culture of each ethnos is diverse, distinct and unique. The Tatar communicative culture is distinguished by its simplicity, informality, emotionality, to keep up the conversation, the ability to respect the interlocutor are peculiar to the Tatars. The Turks in communicative behavior are very polite and courteous, always friendly and cordial, great importance is attached to etiquette.

### Conclusions

The communicative culture of the Tatars and the Turks reflects centuries-old traditions, customs, habits, beliefs of the people, rich experience of language culture. In our opinion, systematic study and description of ethnocultural stereotypes of communicative behavior of the Tatar and Turkish peoples in synchrony and diachrony would be promising in the sphere of interests of linguistics, cultural linguistics, ethics and culturology.

**Acknowledgements**

*The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.*

**References:**

1. Gilazetdinova, G.Kh., Edikhanov, I.Zh., Aminova, A.A. Problems of ethnocultural identity and crosslanguage communication // Journal of Language and Literature, volume 5(3), pp. 29-42.
  2. Dunbar, R. J. M. The origin and subsequent evolution of language / R. J. M. Dunbar // Language evolution / ed. by Christiansen M. H., Kirby S. Oxford, 2003. pp. 219-234
  3. Wierzbicka, A. Semantics, culture and cognition: Universal human concepts in culture-specific configurations. New York: Oxford University Press, 1992.
  4. Quasthoff U. M. The uses of stereotype in everyday argument / U. M. Quasthoff // JPr. 1978. V. 2. P. 1-48.
  5. Abdullin, A. A. Ethical Expressions in Modern Literary Tatar: the author's thesis for candidate of philological sciences. – Kazan, 2006. – 25 p.
  6. Isina, G. I. The Stereotypes and National Linguistic Picture of the World: author's dissertation for Doctor of Philology. Almaty, 2008. 55 p.
  7. Kuznetsov, A. V. Verbal Means of Etiquette Communication in the Chuvash language: the case of comparative, contrastive and ethnolinguoculturological study: the author's thesis for candidate of philological sciences. Cheboksary, 2004. – 25 p.
  8. Saifullina, E.R. Cognitive Sphere of Russian and Russian Paremiæ: "The Image of Language" and the Norms of Speech Behavior: Author's Thesis for Candidate of Philological Sciences. Ufa, 2009.
  9. Татар халык ижаты. Мәкальләр һәм әйтемнәр. Казан: Татгосиздат, 1987. 590 б.
  10. Akdağ, F. A. Açıklamalı Atasözleri Sözlüğü. İstanbul: Nurdan Yayınları, 1989. 453 s.
  11. Aksoy, Ö. A. Atasözleri ve deyimler sözlüğü. Atasözleri sözlüğü. C. I İstanbul: İnkılâp Kitabevi Yayın Sanayi ve Ticaret AŞ, 2014. 486 s.
  12. Sibgaeva F.R., Zamaletdinova G.F., Nurmukhametova R.S. linguoculturological specific features of phraseological units of the Tatar language // Modern Journal of Language Teaching Methods, December 2016, pp. 116-119.
  13. Sibgaeva, Firuza R.; Nurmukhametova, Raushaniya S.; Sattarova, Madina R.; Smagulova, Guldarkhan N. Man as an object of evaluation in the phraseological picture of the world (on the material of Tatar language). AD ALTA – Journal of Interdisciplinary Research. 2017. V. 7. Special Issue 2. pp. 267-269.
- Mugtasimova, G.R., Nabiullina, G.A., Denmukhametova, E.N. Paremiological fund of the Tatar people in the ethno-linguistic aspect // Life Science Journal, 2014, Volume 11, Issue: 11, pp. 409-412.

## Need for a Differentiated Approach to Teaching English in Higher School: A Sociological Study

Tatiana Igorevna Monastyrskaya 1, Tatiana Borisovna Ganicheva, Gleb Vyacheslavovich Toropchin,  
Aleksandr Vladimirovich Katsura

Siberian State University of Telecommunications and Information Sciences  
Novosibirsk State Technical University  
Siberian State Aerospace University

1 Corresponding author

### Abstract

The ability of a graduate to communicate in oral and written forms in a foreign language for solving the problems of interpersonal and intercultural interaction is one of the basic general cultural competencies formed in the process of tertiary education. As a rule, students have a high motivation for studying special subjects directly connected to their profession. A foreign language serves as a sort of auxiliary discipline, allowing one to optimise the process of communication among representatives of various cultures, therefore the indicator of motivation for learning another language and the indicator showing acquisition of this competency have a significant dispersion. In the process of teaching, instructors encounter a number of problems connected with the need for a differentiated approach for teaching. At the same time, assessment criteria for foreign language learning have to be similar for students with different initial levels of command of another language.

Within a sociological study, authors made an attempt to single out a dependency of the initial level of command of the English language among students from their place of residence and school education, dependency of their academic record from the degree of their interest to learning the foreign language both at school and at university, defining self-assessment of students with various majors of their command of specific skills in different types of academic activities in English.

Authors have made a conclusion that it is necessary to introduce a flexible differentiated approach to teaching English at a university, as it would allow not only to account for the initial level of command of a foreign language, but also to provide for correction and balance of development among specific competencies. Simultaneously the article underlines the intricacy of the given complex approach, as it requires a larger amount of physical and technical resources as well as timing budgets. Authors emphasise the necessity to coordinate teaching of the English language at both school and university levels with the international system of certifying command of the English language.

© 2018 The Authors. Published by EBSCO.

**Keywords:** motivation for learning English, differentiated approach to teaching, competencies self-assessment, international certification

### Introduction/Literature Review

A shift in the role of education and science in the process of globalisation set new tasks for the universities, namely, organising lifelong learning, integration of national education systems in an international network of university communities. One of the tasks universities have to perform is language training of students in non-linguistic universities which is there to help every student to absorb "knowledge packages" offered by leading world's universities of the world at the educational services market, including those in foreign languages.



Universities are trying to find ways to optimise foreign language training (in particular, in English), that is why academic community constantly holds discussions on the role of the English language under the given circumstances of evolving higher education system. Moscow State University held XIII International Research and Methodological Conference on Learning and Teaching English at Universities "1991-2016: 25 Years of ELT Research and Practice", where Dennis Cunningham (Australia), then Secretary General of the International Federation of Language Teacher Association, drew special attention to the significance of language globalisation on the back of the political situation in the world and proposed effective ways of teaching English. The conference covered the issue of adaptation of foreign teaching materials oriented to Russian students (Lomonosov Moscow State University, 2016). Report by Ye.B. Yastrebova "Bringing Humane Perspective to the EFL University Classroom" at the 51th international annual IATEFL (International Association of Teachers of English as a Foreign Language) conference in Glasgow was devoted to the questions of humanising foreign language teaching in Russian universities and highlighted author's own two-year experience of enhancing the humane component in teaching English to 1<sup>st</sup>-year and 2<sup>nd</sup>-year students of International Relations Department (Moscow State Institute for International Relations, 2017). Such seminars as "The World of English: Theory and Practice", organised by Penza State University, boost popularity of the English language at universities. Presentation by Heather Mello featured issues of evaluating students' knowledge with the use of e-platforms (Penza.press, 2017). Foreign Language Institute at the People's Friendship University of Russia constantly supports International Research and Methodological Conference "Actual Problems of Linguistics and the Humanities". Methodological seminar "Actual Issues of Teaching English at a University" was held at one of the conferences with the participation of Macmillan Publishers representatives in Russia (RUDN University, 2017).

Universities in other countries also perceive the need for intensification of the language training. Uzbekistan State University of World Languages held an international conference dedicated to the problems of teaching the English language at universities. Such issues as making new course books and curricula for teaching English, development of language skills, intercultural dialogue and peculiarities of teaching languages to handicapped youth were discussed at the conference (ITE Uzbekistan, 2017). Latvia is working on amendments to the university law presupposing simplification of using European Union languages in the curricula not only for Latvian students. A set amount of knowledge in all the curricula is to be given in a foreign language (at present this figure is at 20%). This number can be higher, e.g. for joint programmes of Latvian and international universities (MK-Latvija, 2017).

Authors in their research works single out a number of problems in students with regard to learning foreign languages. O.V. Smolovik and N.V. Shutova emphasise the fact that results of their experimental study testify an increase in the number of students with a negative attitude to foreign languages among second-years. There is also a decrease in such indicators as interest in the subject, value of the knowledge and independence in learning (Smolovik, Shutova 2017). Universities set a goal of increasing students' motivation for learning English. Application of information and communication technologies and interactive methods of learning allows students to overcome their language barrier gradually. Forming a comfortable English-speaking environment at a university is especially important for boosting its competitiveness on the global arena of science and education, according to the staff of St. Petersburg National Research University of Information Technologies, Mechanics and Optics (ITMO University, 2015).

Universities without a special focus on languages teach school leavers with different degrees of preparation. Therefore, students' achievements in English learning can vary immensely. Higher school has to work with the level of proficiency in a foreign language formed in school. The importance of the differentiated approach to teaching English at school was stressed by Ye.M. Pribylnova who focused on

the possibility to use a group differentiation in foreign language classes for ensuring the quality of the teaching and learning process (Pribyl'nova, 2016). M.L. Antonova mentions in her paper that the differentiate approach in teaching English is very frequently based on gaps in the knowledge of the given students rather than individual peculiarities of their personalities. The differentiated approach in teaching English should be based on individual cognitive abilities of learners (Antonova, 2017).

Russian educational standards do not yet presuppose the differentiated approach to teaching foreign languages depending on the level of language proficiency when entering a university and the desired level of command of a language after graduation. Correlation between English language curricula and international standards and proficiency levels is not envisaged as well. However, innovative models of teaching English have already been piloted in some universities. National University of Science and Technology MISiS, in partnership with Cambridge University, implements a language training programme allowing the BSc and BA graduates to reach B2/C1 levels of proficiency in English and confirm it with the help of IELTS certificate (Atomic-energy.ru, 2017). In Kazakhstan, transition of Master's programmes to English as a language of instruction is a national project, whereby enrollees will be required to have international certificates such as TOEFL, IELTS etc. (IA Omskzdes (2015) Differentiated instruction is actively employed in university classrooms of many countries. It was in 1999 that C.A. Tomlinson published her paper entitled "Mapping a Route Toward a Differentiated Instruction" (Tomlinson, 1999), claiming that differentiated approach is a way to empowering such qualities as equity and excellence, proving it thanks to practical examples of case studies. Australian specialist P. Subban stated that in a more diverse environment differentiated instruction becomes a means of overcoming differences through involving all students in the process of education (Subban, 2006). M.H. Levy pointed out several practical methods of implementing such an approach (grouping techniques, assessment strategies as well as tiered lessons) (Levy, 2008).

To ensure leadership positions on the educational services market, universities will have to solve problems of differentiated teaching and learning taking into account not only initial level of students' knowledge of foreign languages, but also students' individual abilities in terms of acquiring levels of proficiency corresponding to international standards. That is why an approach aimed at elucidating the need for differentiated instruction (regardless of the major field of study) through students' self-assessment remains quite relevant.

### Research methodology

Competency-based approach served as a methodological basis of the research, as it enables one to consider not only levels of development of the "proficiency in a foreign language competency" but also conditions forming it. A questionnaire-based survey was used as the research method. The questionnaire was created premised on the following series of indicators: levels of proficiency in English over time (after finishing secondary/high school and at university); motivation, most of all, interest for learning English over time (at secondary/high school and at university); prospects of using the "proficiency in English" competency in professional and everyday activities; personal contribution to acquiring the competencies connected with English learning. 540 respondents took part in the survey, 37.8% male students and 62.2% female students. Students of different majors (humanities, social sciences, engineering and mathematics etc.) represented the focus group in this study. Most of the respondents are Novosibirsk dwellers (40.6%), 22.8% of those surveyed came to study in Novosibirsk from other major cities. 28.3% of the students came to pursue a degree in Novosibirsk from smaller towns (regional centres), whereas 8.3% originated from the countryside. Differentiation of the respondents based on their residence before entering a university allowed us to track the dependency of students' self-assessment in terms of proficiency in a foreign language from this attribute.

### Results and Discussion

Initial, or starting level of language proficiency after leaving school is one of important factors influencing the efficiency of English teaching and learning at universities (Fig. 1). 41.7% of the respondents evaluated their level of English proficiency as "poor" or "very poor"; 35.6% indicated their level as "intermediate"; only 22.8% admitted that their English skills after leaving school are "quite good" and "very good". When considering correlation between the "How good are your language skills at the moment?" and "How good were your English skills after leaving school" variables we obtained a strong direct correlation between the variables, gamma being at 0.598 (asymptotic error was 0.062). It means that the higher is respondents' assessment of their English skills after leaving school, the better is their command of English at the moment. The given results show that students have to put a different amount of effort in order to effectively learn English at university, and educational paths in these groups of learners can be quite different. A differentiated approach to instruction of the English language can help solve this problem.

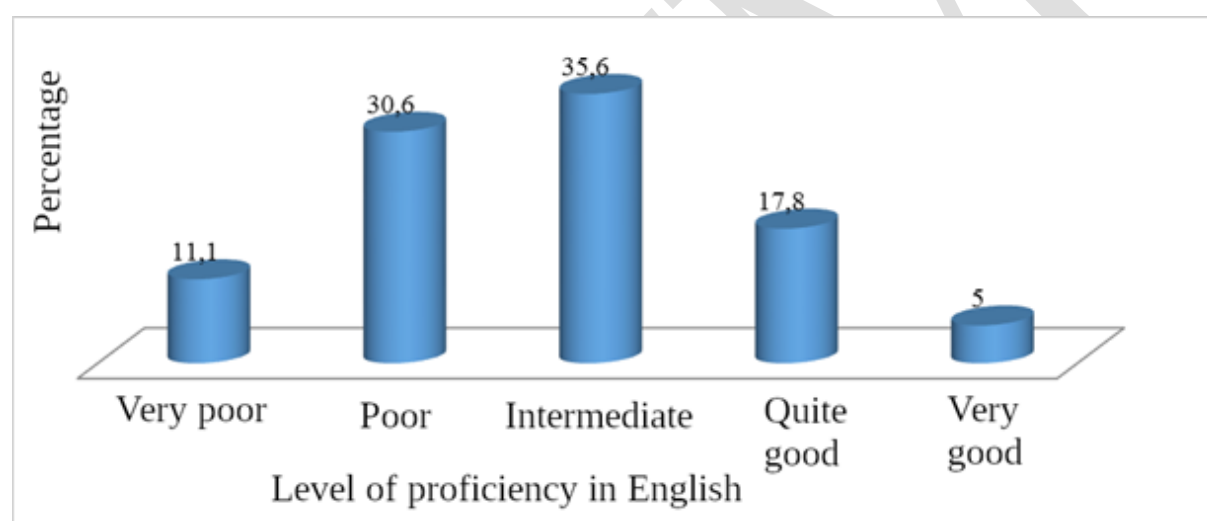


Fig. 1. Language proficiency level after leaving school (N=540)

The following question arises: is it possible to make a prediction of necessary groups in terms of differentiated instruction of English based on the analysis of enrollees' data? The final decision can only be made after the initial placement test, still, a preliminary prognosis is possible. If we compare students' self-assessment in terms of their English skills depending on their place of residency when getting education at school (Fig. 2), levels of development of the given competency (English proficiency) will be as follows.

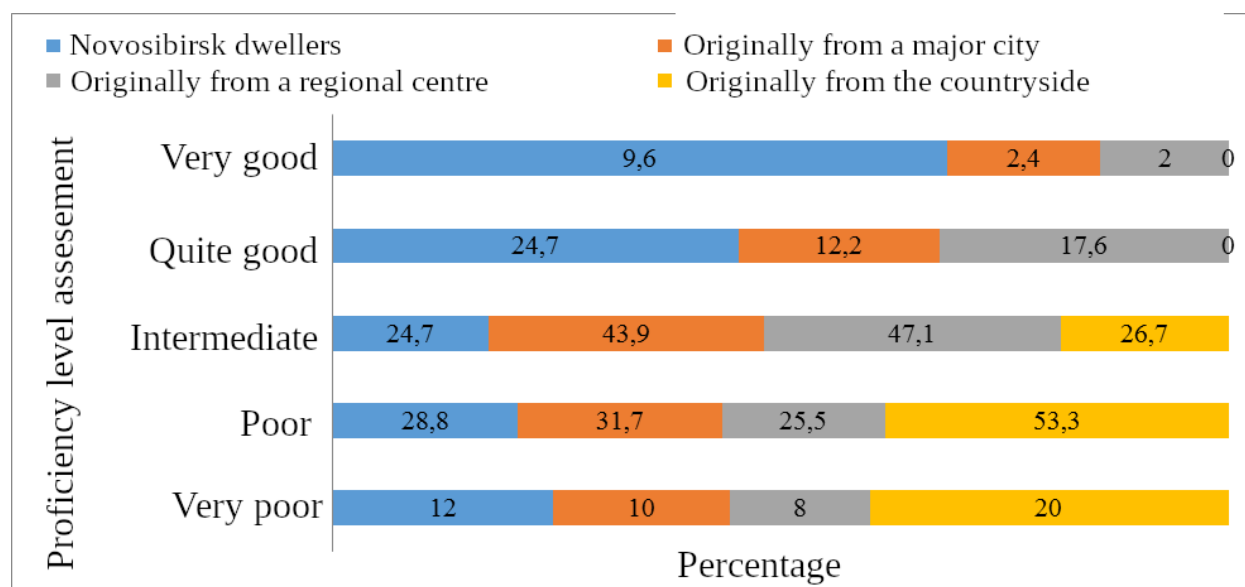


Fig. 2. Level of proficiency in English depending on the place of residence during school education (N=540)

Students living in Novosibirsk who studied in schools of the city assess their knowledge higher than those who moved from other regions. Students who arrived from the countryside display the lowest English skills. Students who came from smaller towns of Novosibirsk region have somewhat higher numbers.

To analyse students' self-assessment in terms of their English proficiency at universities, we chose three types of academic activity without direct interconnection with their major fields of study, to make it possible to track students' performance depending on their previous place of residence and study (Fig. 3). The following skills were analysed:

- 1) reading newspapers, magazines and information on the web;
- 2) talking on simple everyday subjects;
- 3) comprehend information (such as news etc.)

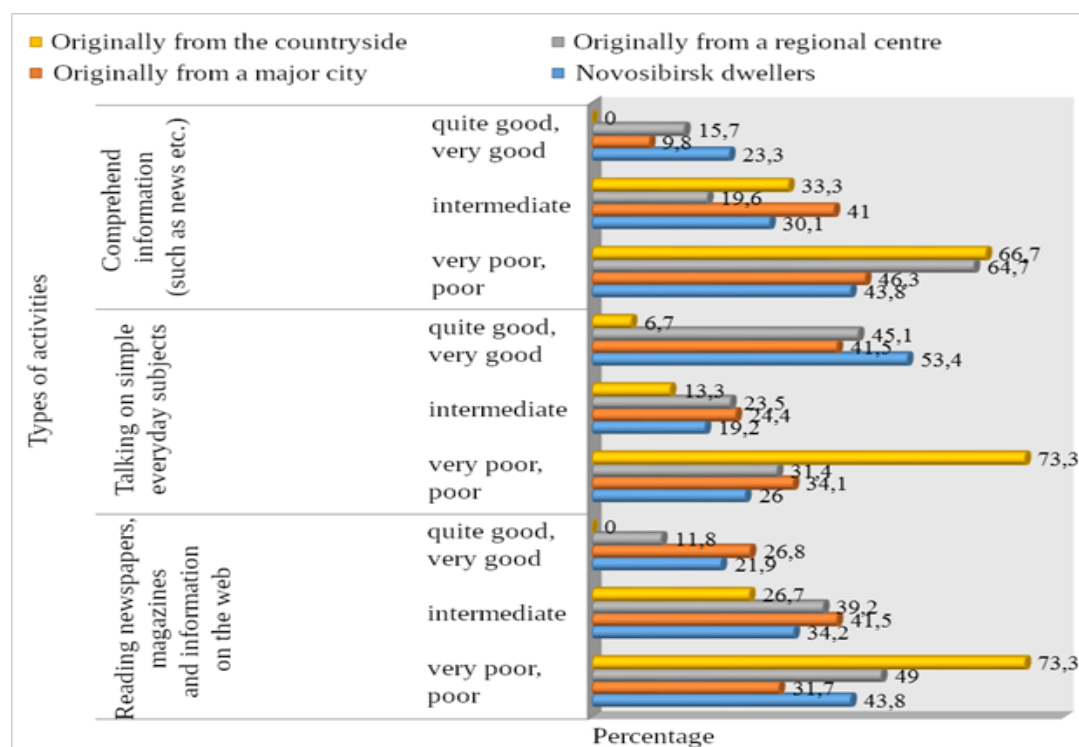


Fig. 3. Correlation between the university students' level of English proficiency and their original place

Analysis of the survey data shows that general cultural level of English proficiency is different in students depending on their previous place of education. As such, metropolis dwellers evaluate their results higher than students from the countryside in all the scrutinised types of activity. Such difference in levels of English proficiency is explained by the fact that the educational process does not contain differentiated syllabi and therefore does not give an extra opportunity for students with poorer initial knowledge and skill move to a higher level in a short timespan. Consequently, the analysis of enrollees' personal data can provide a preliminary prediction of which groups of students and in what quantity it will be necessary to form in the process of teaching and learning English at a university. One has to keep in mind that students have a different assessment of their knowledge and skills in various types of activity, hence, it is necessary to create sets of tasks for students with differentiation in terms of activities based on the level of their skills and abilities. E.g. a student can have A2 level reading comprehension tasks, B1 writing tasks and A1 listening comprehension tasks.

Level of English proficiency at school is often connected not only with the level of teachers' professional qualification (especially in the countryside), but also with pupils' involvement in English learning (Fig. 4.)



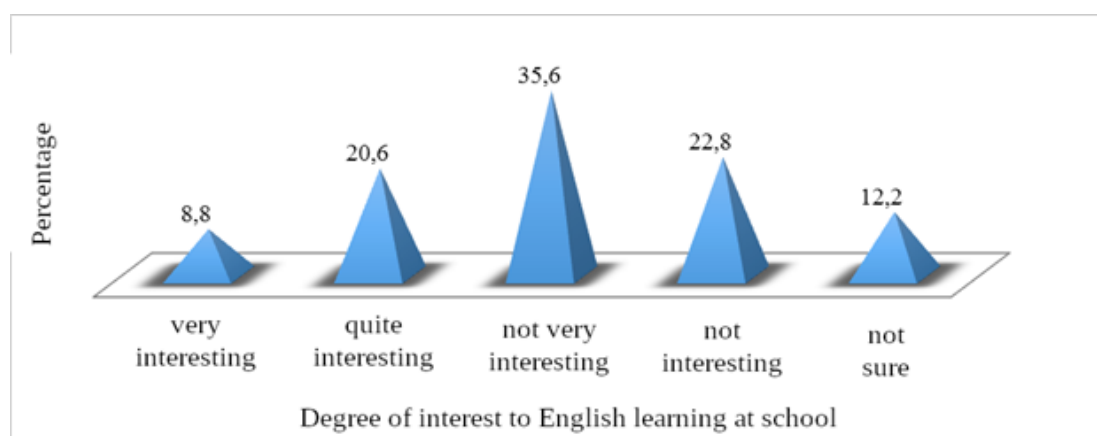


Fig. 4. Degree of interest to English learning at school (N=540)

Results of the survey showed that only 29.4% of students pointed out that it was very interesting or quite interesting for them to learn English at school. The analysis of degree of interest to language learning at schools depending on the place of getting education (Fig. 5) displayed that the degree of interest to language learning at school was not connected with the assessment of language proficiency.

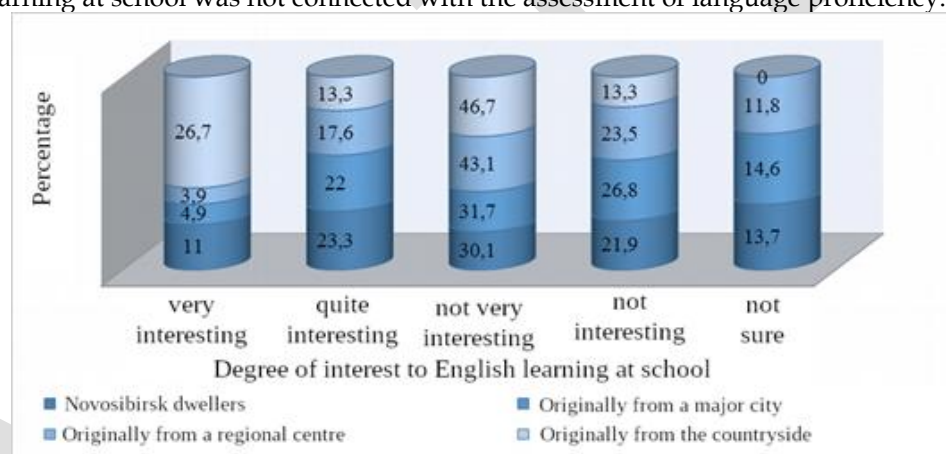


Fig. 5. Degree of interest to English learning depending on the original place (N=540)

Regardless of relatively low self-assessment of English proficiency in students who came to Novosibirsk from the countryside, 40% of these students pointed out that learning English at school was interesting for them. Same is true for 33.3% respondents from Novosibirsk, 26.9% of the students who came to pursue a degree from other major cities and 21.5% of the respondents from smaller regional centres.

There was no connection found between the "How good are your language skills at the moment" and "Was it interesting for you to learn English at school" variables (gamma was at 0.159 and asymptotic error at 0.90), whereas the significance value being at 0.08 does not allow us to determine the correlation (with alpha being at 95%). Thus, it is possible to state that the level of English proficiency in the respondents does not depend on the degree of interest to English learning at school.

Can one regard the interest to English learning at universities as a motivator to boosting the level of knowledge and skills in terms of various types of educational activities in a foreign language? The degree of interest to the English language at university is reflected on Fig. 6.

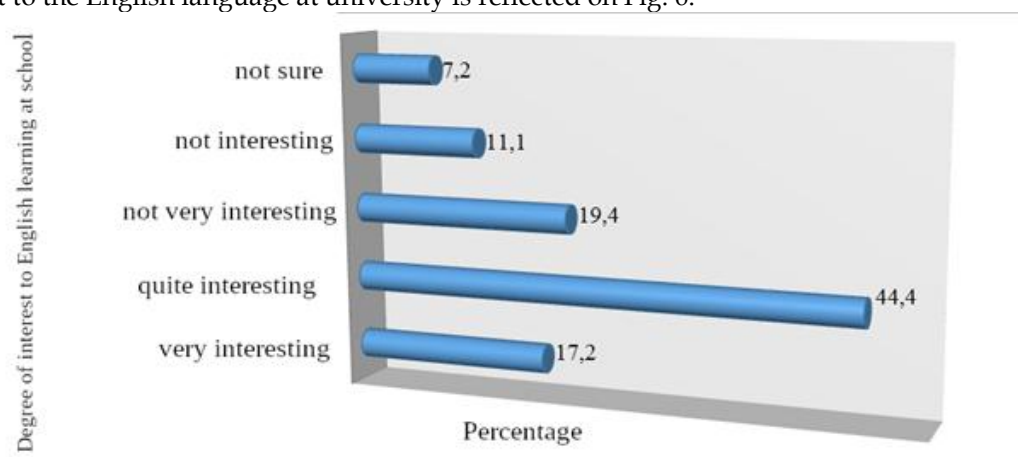


Fig. 6. Degree of interest to English learning at university (N=537)

In general, interest to English learning ("very interesting" and "quite interesting" variants) increased more than twice at university compared with schools, being at 61.6%.

The analysis of survey data regarding the degree of interest to English learning at university depending on the previous place of residence is represented on Fig. 7.

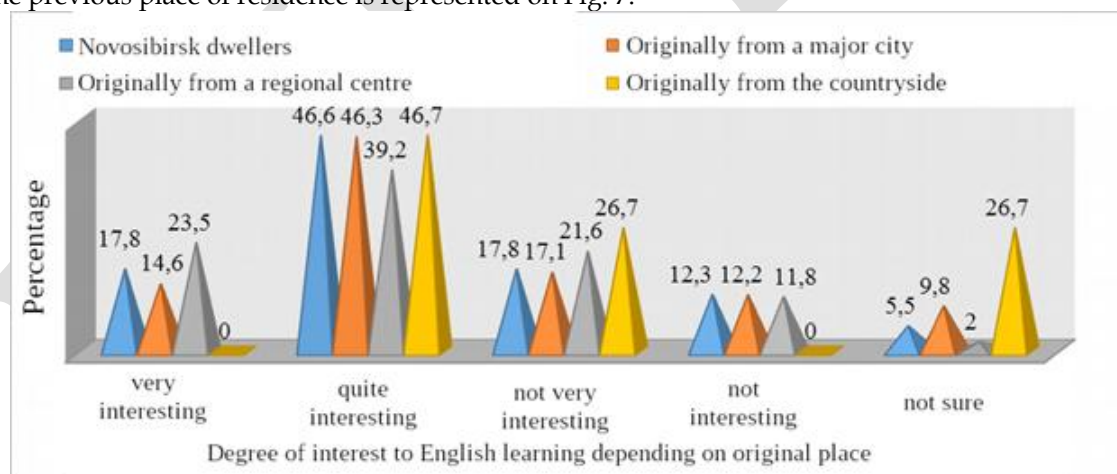


Fig. 7. Degree of interest to English learning at university (N=537)

We have come to the following conclusions: interest to English learning at university is not connected with the former place of residence and school. The degree of interest became higher in all the respondent groups, which is a huge achievement for university lecturers.

In order to determine whether the interest to English learning affects students' self-assessment of their achievements, it is necessary to compare students' knowledge and skills and the degree of interest to language learning. We singled out two groups of students. The first comprises students for whom it is

very interesting or quite interesting to learn English at university, the second is formed by students who are not very interested or not interested at all to learn English (Fig. 8).

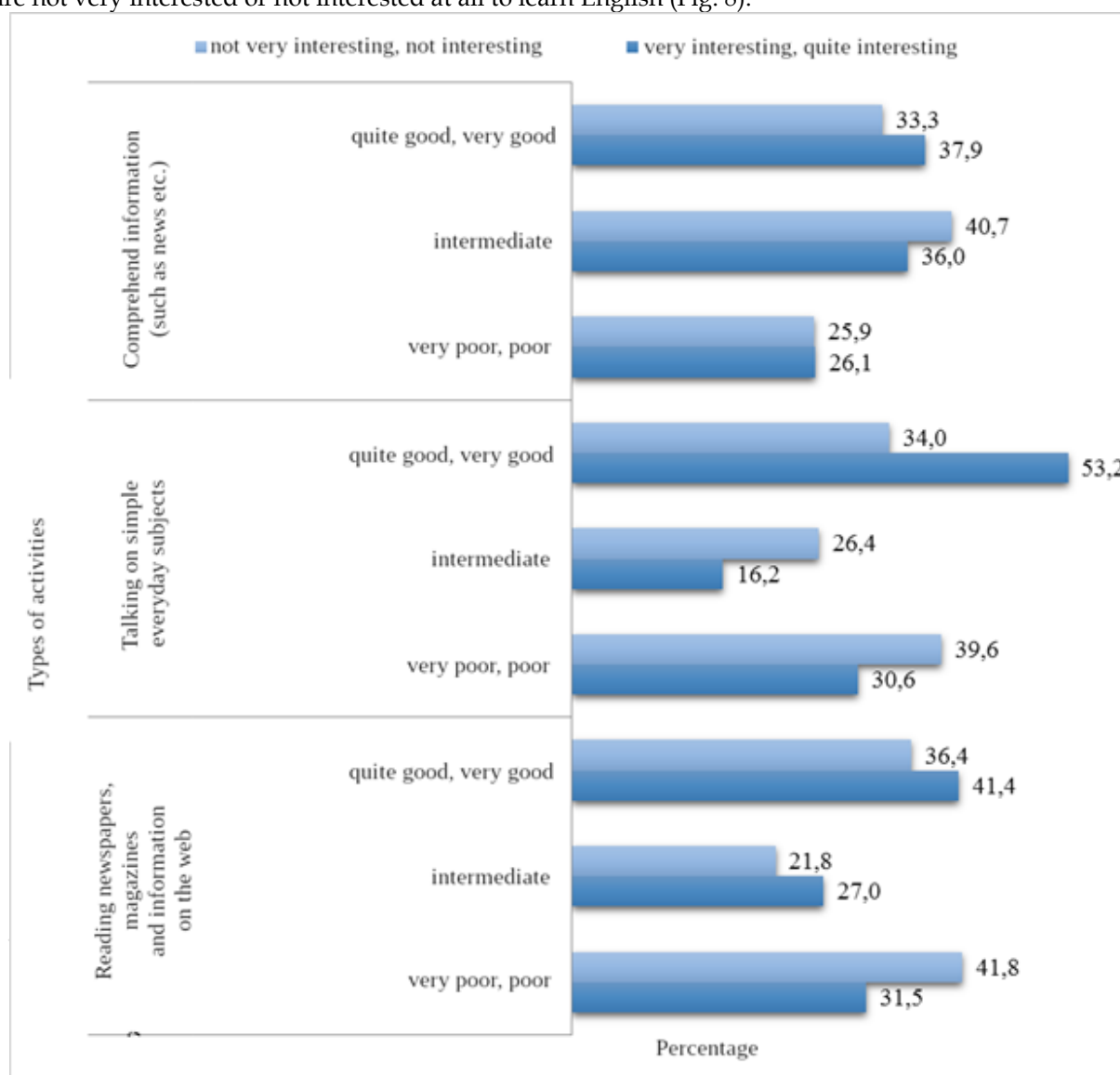


Fig. 8. Dependency of proficiency in English on whether it is interesting to learn it at university (N=333, N=165)

The analysis of respondents' answers shows that students who are interested in learning English can read, speak and comprehend spoken English quite well and well. Their self-assessment of positive achievements is higher than in students who are not interested in learning English.

In our survey, we have attempted to elicit what other factors (apart from whether the educational process is interesting) stimulate English learning (Fig. 9).



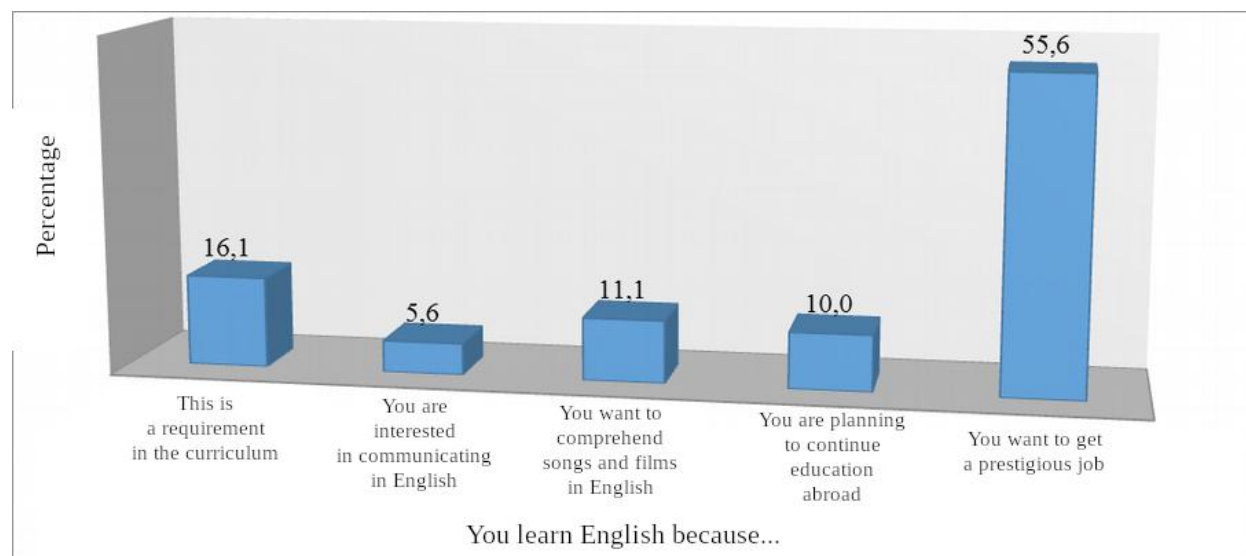


Fig. 9. Factors determining motivation to English learning (N=531)

Analysis of respondents' answers showed that the desire to continue education in another country was a stimulus for English learning only for 10%; 11.1% would like to comprehend films and songs in English; 5.6% of the respondents are interested in communicating in English; for 16.1% this is a requirement in the curriculum. But more than a half of all the respondents (55.6%) mentioned that getting a prestigious job is an important motivating factor.

In order to effectively use the differentiated approach in instruction, it is necessary to find out how and where students prefer to learn English (Fig. 10).

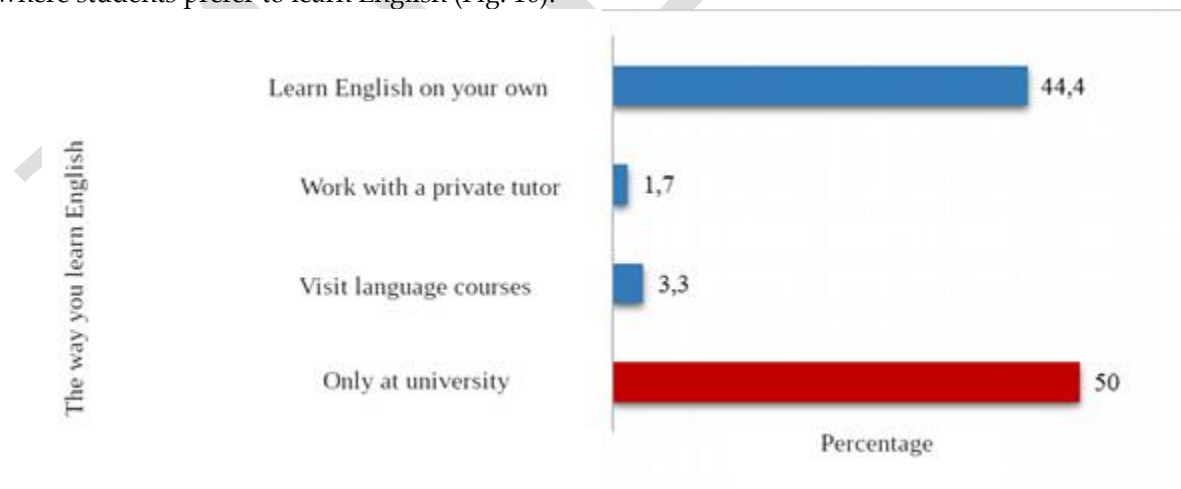


Fig. 10. Where do you learn English (N=537)

Half of the students (50%) learn English only at university, a small amount of the respondents visit language courses (3.3%) and work with private language tutors (1.7%), almost a half of the students study English on their own in addition to their curriculum. As such, differentiated tasks for students can be offered by university instructors for independent foreign language learning as well.

### Findings

Results of the analysis of scholarly publications and original applied sociological study enable us to draw the following conclusions:

Students with various levels of English proficiency enter non-linguistic universities (as a contrast to the major subjects: level of their knowledge has to be quite impressive). Results of the survey showed the differences in students' self-assessment of their achievements in English learning depending on their previous place of residence and study (be it countryside or a town/city). University curricula are not oriented towards the differentiated approach to instruction, however, differentiated approach to English learning and teaching can play an important role in boosting the effectiveness of the education process and creating opportunities for students to make use of their skills and abilities in the most effective manner.

A preliminary calculation of classroom instruction hours considering its differentiated substance is possible based on the analysis of enrollees' personal data. The knowledge level could be different from that of student's place of study before entering university (be it a metropolis, large city, smaller townships and regional centres or countryside). However, final conclusions regarding the form of differentiated education should be made after the placement test and analysis of students' self-assessment of their English proficiency.

Differentiated approach to language learning is not limited to grouping students with an approximately equal level of language proficiency. Inside a homogeneous (at first sight) group in terms of language skills there could be students whose reading, writing, listening comprehension or speaking skills are better or worse. This is why a necessity in differentiating tasks and drills in various types of activities arises.

The goal of learning a foreign language plays a crucial role. Syllabi aimed at advanced learners of English could be made up for students planning to continue their education in universities abroad. Differentiated approach could also be offered for independent learners of English wishing to go beyond the framework of university educational process.

It would be most effective to use differentiated approach to teaching English in connecting curricula with the international assessment criteria allowing students to take qualifying examinations with an opportunity to simultaneously obtain an international language certificate at a certain level. In this case we have already "tried and true" criteria of differentiating levels of knowledge and skills, entire programmes in every certified level of proficiency in a foreign language. Transition of universities to the system of English proficiency international certification for students should be naturally connected with the educational process in secondary and high school. This process will also call for certification of the university teaching staff.

It is necessary to mention that the introduction of the suggested differentiated approach to teaching and learning a foreign language at university represents a complex task which should be supported by a flexible system of individual teaching load calculation, development of various sets of differentiated drills and tasks. Such type of innovation in the organisation of educational process requires extra time and material resources for organising instructors' work.

In the first place, universities should provide the necessary level of English proficiency in the professional field of activity. In this regard a further study of the possibility of integrating English and major

professional subjects is of special importance, i.e. instruction of the English language goes beyond the limits of forming a general cultural competency in students and becomes a problem of forming a professional competency.

### References

1. Antonova, M.L. (2017) Individual'nyj podhod v obuchenii anglijskomu jazyku (An Individual Approach in Instruction of the English Language). *Obrazovanie. Kar'era. Obshchestvo*, 3 (54), 51–52.
2. Atomic-energy.ru (2017). Predstaviteli NIJaU MIFI predstavili opyt vzaimodejstviya s Rosatomom na Moskovskom mezhdunarodnom salone obrazovaniya (NRNU MEPhI Representatives Presented an Experience of Interaction with Rosatom at Moscow International Education Fair). <http://www.atomic-energy.ru/news/2017/04/18/74936>. Accessed 30 Aug 2018.
3. IA Omskzdes (2015). V Kazahstane kolledzhi stanut besplatnymi, a v shkole uroki budut prohodit' na anglijskom jazyke (Colleges Will Be Free in Kazakhstan, School Lessons Will Be Conducted in English). <http://omskzdes.ru/odkb-news/35909.html>. Accessed 30 Aug 2018.
4. ITE Uzbekistan (2017). Jazyk – ključ k obshheniju (Language as a Key to Communication). [http://www.ite-uzbekistan.uz/rus/press/news.php?ELEMENT\\_ID=24842](http://www.ite-uzbekistan.uz/rus/press/news.php?ELEMENT_ID=24842). Accessed 30 Aug 2018.
5. ITMO University (2015). Pryzhok cherez jazykovoj bar'er: sekrety raboty Centra izuchenija inostrannyh jazykov (Jumping Over The Language Barrier: Secrets of Work of Foreign Language Learning Centre). [http://www.ifmo.ru/ru/viewnews/5344/pryzhok\\_cherez\\_yazykovoy\\_barer:\\_sekrety\\_raboty\\_centra\\_izucheniya\\_inostrannyh\\_yazykov.htm](http://www.ifmo.ru/ru/viewnews/5344/pryzhok_cherez_yazykovoy_barer:_sekrety_raboty_centra_izucheniya_inostrannyh_yazykov.htm). Accessed 30 Aug 2018.
6. Levy, H.M. (2008) Meeting the Needs of All Students through Differentiated Instruction: Helping Every Child Reach and Exceed Standards. *The Clearing House*, 81, 4, 161–164.
7. Lomonosov Moscow State University (2016). Mezhdunarodnaja nauchno-metodicheskaja konferencija po izucheniju i prepodavaniju anglijskogo jazyka v vuze “1991-2016: 25 Years of ELT Research and Practice” (International Scientific and Methodological Conference on Learning and Teaching English at University “1991-2016: 25 Years of ELT Research and Practice”). [http://www.econ.msu.ru/departments/fl/science/News.20161004201916\\_1421](http://www.econ.msu.ru/departments/fl/science/News.20161004201916_1421). Accessed 30 Aug 2018.
8. MK-Latvija (2017). V vuzah nado bol'she anglijskogo jazyka (Universities Need More English Language). <http://www.mklat.lv/mnenie/37463-v-vuzakh-nado-bolshe-anglijskogo-yazyka>. Accessed 30 Aug 2018.
9. Moscow State Institute for International Relations (2017). Professor E.B.Jastrebova na konferencii v Glazgo (Professor Ye.B. Yastrebova at the Conference in Glasgow). <http://mgimo.ru/about/news/departments/yastrebova-v-glazgo>. Accessed 30 Aug 2018.
10. Penza.press (2017). Mezhvuzovskij seminar “The World of English: Theory and Practice” sobral bolee 100 uchitelej anglijskogo jazyka (Interuniversity Seminar “The World of English: Theory and Practice” Gathered More Than 100 English Teachers). <https://penza.press/2017/02/06/mezhvuzovskij-seminar-the-world-of-english-theory-and-practice-sobral-bolee-100-uchitelej-anglijskogo-yazyka/>. Accessed 30 Aug 2018.
11. Pribyl'nova, E.M. (2016) Differencirovannaja obrazovatel'naja sreda v sisteme obuchenija inostrannym jazykam (Differentiated Educational Environment in the System of Teaching Foreign Languages). *Vestnik MGOU. Serija: Pedagogika*, 4, 44–52. DOI: 10.18384/2310-7219-2016-4-44-52-
12. RUDN University (2017). Aktual'nye problemy sovremennoj lingvistiki i gumanitarnyh nauk obsudili v IIJa RUDN (Urgent Problems of Modern Linguistics and Humanities Were Discussed at

the RUDN Institute of Foreign Languages). <http://www.rudn.ru/index.php?pagec=6251>. Accessed 30 Aug 2018.

13. Smolovik, O.V., Shutova, N.V. (2017) Jeksperimental'noe issledovanie otnoshenija studentov k izucheniju inostrannogo jazyka na raznyh etapah obuchenija (Investigational Study of Students' Attitude to Learning a Foreign Language at Different Grade Levels). *Sovremennye nauchnye issledovanija i innovacii*, 2. <http://web.snauka.ru/issues/2017/02/74234>. Accessed 30 Aug 2018.
14. Subban, P. (2006) Differentiated Instruction: A Research Basis. *International Education Journal*, 7(7), 935–947.
15. Tomlinson, C.A. (1999) Mapping a Route Toward Differentiated Instruction. *Personalised Learning*, 57, 1, 12–16.

## Trends In The Development Of Chinese Internet Language

Svetlana Yu. Glushkova, Militsa K. Voronina

Kazan Federal University, Institute of International Relations, History and Oriental Studies

### Abstract

The article is devoted to the studying of Chinese Internet language and investigation of structure and development of Chinese Internet-language. The relevance of the article is determined by the necessity of comprehensive analysis of the new vocabulary in Chinese language. The main aim of the article is to comprehensively review and describe the features of the Internet-lexis in Chinese language. The article presents ways of Internet-lexis formation, composition of modern Chinese Internet language and trends in development of Chinese Internet-lexis. Additionally, the article presents new forms of communication in the Internet in Chinese language – alphabetic words and numerical combinations. The main result of this investigation shows the modern trends in development of Chinese Internet language. The materials of this investigation can be useful for writing of dictionary of Chinese Internet language. Moreover, the materials of this article can be productive for students with precise level of language mastery for reading weblogs, online journals and articles on Chinese language, because this investigation reveals the present-day vocabulary of Chinese language, which can be used by students when they have problems with understanding of Internet-sites and blogs on Chinese language. Nevertheless, the article can help students overcome the language barrier and start to communicate with native speakers.

**Keywords:** Internet language, Internet-lexis, foreign loan words, alphabetic words, numerical combinations

### Introduction

In any language in the course of scientific and technological progress, we can observe changes in different areas of language. However, the most significant changes are noticed in lexical structure of language: continuous renovation and enlargement, reflection of fundamental changes in life of society. Additionally, the lexical language level permanently enlarges with a great amount of new units of language. As a result of appearance of new things in life of humanity there is a problem of its designation in oral and written speech as well as translation from one language to another in order to support and develop intercultural communication. With the advent of the Internet, Chinese society has changed as well as the language has changed. Thus, under the influence of the Internet, an Internet language appeared in life of Chinese society.

Nowadays Internet language is constantly changing and we can observe how Internet language is enriched by more and more new words. Due to the processes of the merger of Chinese and Western cultures, the improvement of computer technologies, the spread of the Internet as the main way of communication and the emergence of social networks, new lexical units began to appear in the Chinese language, originally appearing in network communication. In that regard, it is important to investigate how the Internet influence language.

With this approach, the main aim of investigation is to consider the emergence and development of Internet vocabulary in Chinese.

In connection with the aim, we can distinguish the following objectives:

1. To consider the lexical units of the Chinese Internet language and identify the features of its formation and structure;

2. To determine how the Internet-lexis of Chinese language influences the development of Chinese language;

3. To identify the development in trends of the communication in the Internet in China.

Currently, a large number of Russian and Chinese scientists [1;2;3;4;5;6] pay attention to the study of development of Chinese Internet language.

### Methods

With help of analyses of special literature, especially, the dictionary of the Internet language of Xinhua, we manage to identify the most modern words in Chinese Internet language, and to determine the ways of its occurrence.

With the help of producing of classification of lexical units of Internet language with methods for forming, we manage to systematize the lexical units of Internet language by creating a system that unites divergent phenomena according to a single principle.

For investigation of formation of lexical units of Internet language as suffixation and prefixation, we use the modeling method to determine the models of the formation of lexical units of Internet language.

Using the method of analysis, we were able to identify the percentage of categories of Internet language and draw up a diagram.

The method of abstraction allows to examine and reveal the relationships within lexical units of Internet language.

### Results And Discussion

#### Composition of Chinese Internet language:

In analyzing of the dictionary of the Internet language of Xinhua, which contain 2,946 lexical units, we found out that 827 lexical units consist of alphabetic words (28.1%), 482 lexical units are numeral combinations (16.3%), 1,637 lexical units are words written in hieroglyphs. (55.6%).

To systematize the study, we present the obtained data in the form of diagrams:

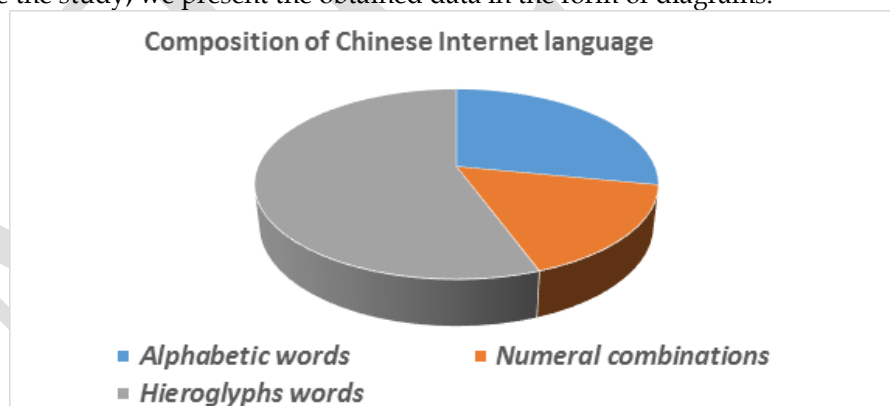


Figure 1. Composition of Chinese Internet language

From the above diagram it is clear that the most part of Chinese Internet language is the words written in hieroglyphs.

Of the 1,637 words written in hieroglyphics, 94 are monosyllabic words (5.7%), 776 are disyllabic words (47.4%) - 767 are three or more syllabic words (46.9%).



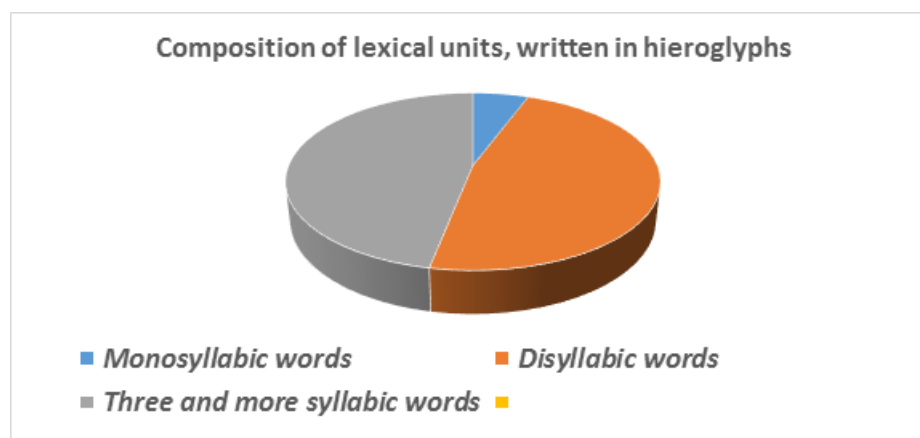


Figure 2. Composition of lexical units, written in hieroglyphs

From the above diagram, it is clear that among the lexical units written in hieroglyphs, polysyllabic words predominate.

Recently, we notice the tendency to use adverbs of degree in Chinese Internet language, such as 巨 jù, for example:

巨 囧 - jù jiǒng - very sad  
 巨 搞笑 - jù gǎoxiào - very funny  
 巨 漂亮 - jù piàoliang - very beautiful

暴 bào:

暴 强悍 - bào qiánghàn - very cheeky  
 暴 笑 - bào xiào - very funny  
 暴 强 - bào qiáng - very strong

These adverbs are widely used in the Internet.

Also, the trend of using interjections has increased, for example:

切 qiē - means "neglect, contempt": 切, 这种人 谁 理会 呀! - qiē, zhè zhǒng rén shuí lǐhuì ya! - Who pays attention to such people!

汗 hàn - means "getting into trouble": 汗, 在 歌厅 遇到 老师 啦! - hàn, zài gē tīng yù dào lǎoshī la! - Wow, I ran into a teacher in karaoke!

Moreover, we observed more frequent use of modal particles, for example, 滴 dī: 原来 是 这个 样子 滴 - yuánlái shì zhège yàngzi dī! - It turns out that's how it is!

This particle 滴 dī is often used instead of 的 de or 地 de.

The formation of lexical units of Chinese Internet language:

During the analysis it was revealed that the most frequent way of forming lexical units of Chinese Internet language is suffixation and prefixation, which constitute 67% of all ways of forming lexical units of Chinese Internet language.

Among all derivational suffixes of lexical units of Chinese Internet language, the suffix 族 zú is most productive: in the dictionary of the Internet language of Xinhua words with such a suffix make up 46% of all words formed by suffixation

Examples of using words with this suffix:

围脖 族 -wéibózú- people who often use microblog, but not who wear scarf (围脖 wéibó (scarf) word-homonym of 微博 wēibó - microblogging)

裸考 族 luǒkǎozú - students who go to the exam without any preliminary preparation.

After these suffixes, the next productive suffix is 客 kè: in the dictionary of the Internet language "Xinhua" there 34% of words with such suffix.

Examples of using words with this suffix:

测客 cèkè is a person who creates and develops new topics for discussion in chats and forums, in order to reveal people's opinions.

To form lexical units of Chinese Internet language, we observe using a suffix such as 体 tǐ (17%). This suffix denotes a certain style of network communication, for example:

蜜糖体 mìtángtǐ a style of network communication, in which the speaker often uses different types of particles, words, often writes emoticons, etc. (蜜糖 mìtáng - honey).

Moreover, there is such suffix as 党 dǎng (10%), for example, PS 党 PS - people who often use the program Photoshop.

And such a suffix as 群 qún (2%), for example, QQ 群 QQ qún - group chat in the QQ program.

In the Dictionary, words formed by prefixation are less used comparing with words formed by suffixation, such words account for 37% of all lexical units represented in the Dictionary. The most productive prefixes are 被 bèi and E.

The prefix 被 bèi expresses the desperation of the situation, helplessness, for example:

被就业 bèijiùyè - to get hired, but it is not the desired position.

We can observe the prefix E in words such as:

E 产品 Echǎnpǐn - electrical goods, products, electronics

E 教室 Ejiàoshì - a room with multimedia facilities.

Chinese Internet language is also enriched with the help of borrowing from other languages, mainly from English and Japanese. For example:

哈妮 hānī - from the English "honey" - dear

哈皮 hāpí - from English «happy» - happy

卡哇伊 kǎwayī - from the Japanese "可愛 い" kawaii - cute

纳尼 nàní - from the Japanese "なに" nani - what is it?

The Internet-lexis borrowed from other language is account for 19%.

Internet vocabulary is enriched due to the homonymy of Chinese language. For example:

幽香 yōu xiāng is used instead of 邮箱 yóuxiāng (mailbox)

斑竹 bānzhú is used instead of 版主 bǎnzhǔ (moderator).

The words formed with the help of homonymy of Chinese language account for 14%.

To systematize the investigation, we present the obtained data in the form of a diagram:

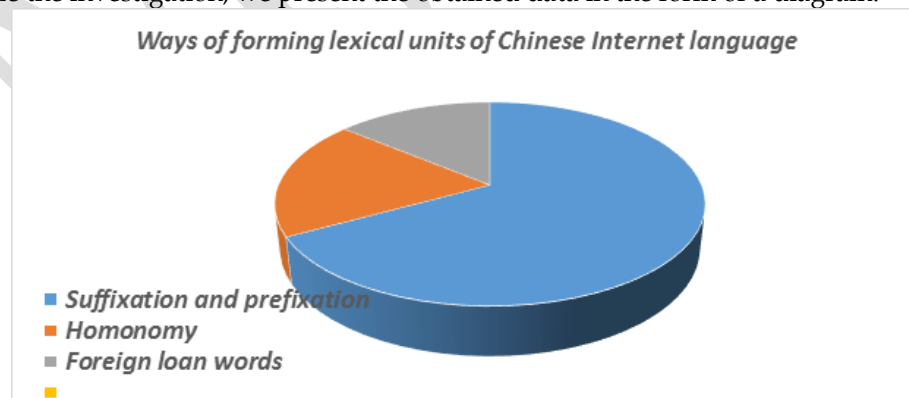


Figure 3. Methods of the formation of lexical units of Chinese Internet language



From the diagram presented above, we can observe that the most productive ways of forming lexical units of Chinese Internet language are suffixation and prefixation. Such fact can be explained by the peculiarity of the formation of lexical units of Chinese Internet language.

### Modern trends in the development of Chinese Internet language:

Currently, we noticed a tendency in development of alphabetic words in network communication. This trend is revealed in Chinese Internet language.

Alphabetic words in Chinese Internet language can be divided into several types. In order to separate these types of alphabetic words, it is necessary to draw up a table:

Table 1.

Types of alphabetic words of Chinese Internet language

<i>Alphabetical abbreviations from English words</i>	<i>Alphabetic words which are formed by using the first letters of the phonetic transcription "pinyin" of Chinese morphemes</i>	<i>Alphabetical word, which consist of one letter</i>
AAA - at anytime, anywhere, anywhere	DX (大虾 dàxiā) - advanced internet user	L (from Chinese 乐 lè or English "laugh") - funny, joyful
IDNY - I do not know you	SG (帅哥 shuàigē) - handsome man, etc.	D (от китайского 顶 dǐng) - поддерживать.
DIGer (from the words "do it yourself" and the suffix "er") - independent; a person who prefers independent way of life		

Moreover, in Chinese Internet language there is a tendency to use numeral combinations, for example:

20170 èr líng yī qī líng (爱你一千年 ài nǐ yī qiān nián) - I swear, I love you for a thousand years

940194 jiǔ sì líng yī jiǔ sì (告诉你一件事 gàosu nǐ yī jiàn shì) - I'll get back to you about

04551 líng sì wǔ wú yī (你是我唯一 nǐ shì wǒ wéiyī) - you are my only one

687 liù bā qī (对不起 duìbùqǐ or 了不去 liǎobùqǐ) - sorry; extraordinary, outstanding.[10]

Thus, it can be concluded that Internet vocabulary has a great influence on the development of the language itself. The Internet language changes the lexical and phraseological composition of the Chinese language, and the Internet changes the language by the appearance of new words, the acquisition of words by other meanings. That is why investigation of the Internet language is an indispensable element of learning any language.

The main trends in Chinese Internet language were revealed during the research of Chinese Internet language by Russian and Chinese scientists [4; 7; 8; 5; 9]. Chinese scientists describe the situation with the appearance of neologisms in the Chinese language as the "explosion" which occurs in different spheres of social life, natural and social sciences, education, life, etc. [7]. According to various estimates, every year Chinese vocabulary is supplemented by more than 700-800 words, so for the last twenty-five years approximately 20 thousand new words had appeared. However, it was observed that the part of the new words is an old words the meaning of which is obsolete and as a result, these words received new meaning [7].

E. S. Zholobova, M. V. Merkulova, A. L. Semenas, A. A. Khamatova, Li Shujuan, Yan Ligan noticed that recently in Chinese Internet language there is a tendency to use alphabetic words, numeral combinations and loan words from other languages.

This problem is relevant to this day and is illuminated in the works of many scientists and in scientific-promotional magazine.

### Summary

Thus, during the research, the following trends in the development of Chinese Internet language were revealed:

- Most of the lexical units of Chinese Internet language are polysyllabic words;
- The most productive ways of forming lexical units of Chinese Internet language are prefixation and suffixation;
- In the language of network communication many borrowings from other languages have been appeared, mainly from English and Japanese;
- Modern Chinese Internet language has been created due to the homonymy of the Chinese language;
- There is a tendency to use adverbs of degree, interjections and particles in the process of network communication;
- A large number of alphabetic words and numeral combinations make up the modern Chinese Internet language.

### Conclusions

Language - the most dynamic system, which is influenced by constant changes, and in order to understand this language it is necessary to constantly analyze all the changes, which occurred in it.

Nevertheless, the most important aim of this research is to reveal the influence of Chinese Internet language on the language itself.

Based on all facts, mentioned above, we can observe how Chinese Internet language affects the language itself:

- First, Internet language stimulates the process of democratization of Chinese language, renews its lexical and phraseological composition.
- Secondly, the constant updating of Internet language makes the lexico-semantic system of Chinese language a dynamic state. The lexical meaning of the word is varied: one lexical meaning becomes actual, nuclear, and the other - peripheral; a new lexical-semantic variant can be revealed through its repeated use in the collective consciousness of representatives of Chinese linguoculture, a new variant of lexical meaning is fixed and affirmed.

Using these results we can say that analysis of Internet language shows that in modern China, youth as the most active stratum of society has become more interested in politics, more active in participation in social life, initiative and emotionally reactive to changes in world's surrounding reality. Thus, Internet language, covering all spheres of the life of society, in particular, political, cultural and everyday life, has an active influence on the development of the Chinese language, the formation of a new "language taste" of modern Chinese society.

### Acknowledgements

*The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.*

**References:**

1. Wang Yilin, "Introduction to the question of Chinese alphabetic abbreviations" [Text] / Van Ilin // Bulletin of the Pedagogical University, №2, 2002
2. S. G. Vasilieva, "The Sino-Russian Dictionary of Foreign Borrowings in Modern Chinese" [Text] / S. G. Vasilyeva, Liu Guanchzhun. - M.: Oriental Book, 158 p., 2009
3. T. Y. Vinogradova, "Specificity of communication on the Internet" / T. Y. Vinogradova // Russian and Comparative Philology, 2004
4. E. S. Zholobova, "Neologisms in Chinese language of the new period and difficulties of their translation" // Chinese linguistics. Isolating languages: materials of the XII International Conference (June 22-23, 2004). - Moscow, pp. 103-106, 2004
5. Li Shujuan, Yan Ligan, "Dictionary of modern Chinese slang". - M.: Sinolingua: East. book, 256 p., 2009
6. M.V. Merkulova "Borrowings in Chinese language and features of their research" // Socio-pedagogical support of students in the process of studying foreign languages in a non-linguistic institution. Spiritual culture of Russia, Japan, China, Korea: materials of the International Scientific and Practical Conference (Khabarovsk, May 17-18, 2012). - Khabarovsk, 2012
7. A.L. Semenas, "Peculiarities of lexical borrowings in Chinese language" // Questions of linguistics, No. 1., pp. 48-57, 1997
8. G. N. Trofimova, "Network journalism: some tendencies of development" // Vestnik of PFUR Ser. Journalism and literary criticism. - No. 3, p. 105, 2003
9. A.A. Khamatova, "Trends in the development of Chinese Internet language at the beginning of XXI century" // Vestnik of IGLU. Ser. Philology, No. 4 (21), pp. 9-13, 2012
10. 新华网络语言辞典 / 汪磊主编. - 北京: 商务印书馆, 2012. - 233 页 / Dictionary of the Internet language "Xinhua", -Peijing, Commercial publishing house, 233 p., 2012

## Fidenae: Between Rome And Veii

Liudmila M. Shmeleva, Kseniya A. Utkina, Anna V. Zorina  
Kazan Federal University

### Abstract

The article discusses the struggle between Rome and Vei for the city of Fidenae. The authors indicate that the reason for wars was the protection Latium from the expansion of the Etruscans, and then the control over the trade routes from the Etruscans to the Campaign and from the coast to the inland areas of Italy. Fidenae is an ancient city of Latium, located on the hill between the Tiber and its left tributary, the Aniene, in the Sabines District 40 stages (6-8 kilometers) north of Rome. Ancient authors note both the Latin and the Etruscan origin of the city's population. Dionysius and Livy wrote of eight cases of hostilities between Fidenae that were supported by Veii, and Rome. The most recent clash between Rome and Fidenae refers to 426 BC, after Fidenae already not mentioned in the sources as an opponent of the Romans. Loss Campania for Etruscan twelve has become irrelevant support Vei in the fight with the Romans. In the result, Rome not only managed to retain Fidenae and the mouth of the Tiber, but also to defeat Veii its long-time rival.

**Keywords:** Ancient Rome, Roman diplomacy, Fidenae, Veii, international relations.

### Introduction

Fidenae is an ancient city of Latium, located on the hill between the Tiber and its left tributary, the Aniene, in the Sabines District 40 stages (6-8 kilometers) north of Rome [1, II.53]. The Aniene was the border between Latium and the Sabines; the Tiber divided the lands of the Latins and the Etruscans [2; 3; 4]. According to Dionysius, the city "was founded by the Albanians at the same time when the settlements of Noment and Crustumeria. These were the times when three brothers built their colonies. Fidenae was founded by the eldest one" [1, II.53]. The Etruscan origin of the Fidenae population was stressed by Titus Livy [5, I. 15; 6].

Rome was founded around the settlements on the River Tiber, right on crossing of trading ways. According to the archaeological evidence, Rim was founded as a village in the 9<sup>th</sup> century BC by two central Italian tribes – the Latines and the Sabines. The city was built in the three hills – the Palatine Hill, the Capitoline Hill, and the Quirinal Hill. At that time Rome was a small city-state and its government was in need of land. Land was the reason for the city to be often at war with its nearest neighbours [see also: 7; 8; 9; 10]. The aim to capture as much land as possible built up a certain kind of relationship between Rome and the Etruscan cities. It was exclusively military in nature. For a long time Rome was at war with the Etruscan city of Veii which was situated on the left bank of the Tiber not far from Rome.

Veii was located close to the modern town of Isola Farnese (on the Tiber) on a high tuff plateau, which was washed almost from all sides by streams and represented a natural fortress. In addition, the Veii was fortified with walls [11, 170]. Dionysius and Plutarch described the city's favorable location and wealth [1, XII. 15. (21); 12, Camillus.II].

### Methods

The methodology of this article is based on the principles of historicism, that is, consideration of all events in their historical conditionality. General principles of historiographic analysis were used: definition of research problems, analysis of theoretical and methodological positions of the authors. A comparative historical method was also used, which makes it possible to consider the foreign policy of Rome in the VII-V century BC. in relation to Fidenae in comparison with the policy pursued by Rome in

relation to other Roman colonies, and historical and genetic method, which allows to consider the choice of strategy of Rome in foreign policy, taking into account the Etruscan threat and attitudes towards Rome surrounding States.

### Results and Discussion

In the 8<sup>th</sup> - 4<sup>th</sup> centuries BC Rome gradually expanded its territory by capturing the nearest lands, and Fidenae and Veii were of great interest to Rome. All the three cities were situated on the trade routes and wanted to own as many territories as possible. They were especially interested in those lands which had trade routes passed from the salt mills at the mouth of the Tiber to the central districts and from Etruria to Campania and then to southern Italy. At the same period the Etruscan colonization was founded in Northern Italy and Campania. N.N. Zaleskiy notes that approximately until the 5<sup>th</sup> century BC the Etruscans owned a land trade route to Campania via Latium [13, 74-75]. In this regard, it becomes understandable the desire of Rome and Veii to control an important trading point - Fidenae.

Veii perceived the Fidenae as its stronghold in Latium and the ability to control trade routes along the Tiber and Campania [3, 211; 4, 326-327; 14; 15]. Dionysius noted that the Veii's citizens "seemed that this city would become for them a stronghold for waging war against the Romans" [1, III. 55]. Between the two cities there is a direct river road, because Veii is situated on the Cremera, the right tributary of the Tiber. The Cremera runs into the Tiber just opposite Fidenae.

Taking into account the fact that Rome itself in the 8<sup>th</sup> century BC was founded as a military settlement directed against the attempts of the Etruscans to penetrate into Latium [1, III. 3.1, 5.1], then Rome's desire to establish control over Fidenae in the 8<sup>th</sup>-7<sup>th</sup> centuries BC becomes clear. The Romans intended to prevent the Etruscans from gaining a foothold on the left bank of the Tiber [9; 14; 15].

Dionysius and Livy wrote about seven cases of military actions in Fidenae, which were supported by Veii and Rome.

Fidenae was often mentioned by Dionysius and Livy. From their reports, it is possible to single out 8 cases of the Roman - Fidenae war. In this context, Veii citizens took part in almost all the military actions, either as initiators of the war, or as its participants:

1. Under Romulus
2. Under Tullus Hostilius
3. Under Ancus Markius
4. Under Tarquinius Priscus
5. In 504 BC.
6. In 500 BC
7. In 438 BC
8. In 426 BC

However, Dionysius and Livy wrote about the seven cases, excluding the initial conquest of Fidenae by Romulus. In this connection, I.V. Netushil suggested that it is possible that the legend of the conquest of Fidenae at Romulus is fictitious for Rome to come closer to the city of Veii. He confirmed his idea by the archaeological data, according to which the territory of Rome under Romulus was a small piece of land, which during Sulla's reign was listed for the urban community [16, 589]. Thus, I.V. Netushil believed that the capture of Fidenae is an added fact to ensure access to Veii [16, 589]. At the same time, there is no question of the initial mastery by the Romans of the "saline" of the lower mouth of the Tiber. Proof of this is the fact of the location in this territory of Remus's tomb. Wars with the Etruscan city of Veii were always conducted for defending the Roman "saline". The Veii-Fidenae union can be often found in ancient sources, and may indicate the fact that the Romans perceived Fidenae as a stronghold of the Etruscans on the left bank of the Tiber and a threat to the Roman interests in the region.



In this regard, there is an interesting fact of Fidenae leaving Rome under Tullus Hostilius, when Alba Longa was conquered by the Romans [5, I. 27]. I. V. Netushil believed that these had been the Fidenae citizens who had fought against the Romans not the Veii population but the battle was attributed to it by tradition [16, 590]. In this case Fidenae started fighting for Alba Longa. The story with the initial intervention of Veii with the help of Fidenae seems fictitious. Thus, the story about this war is so-called "whitewashed" and Fidenae acts not as a city - a fighter for its independence, a member of an Albanian religious union, but as one of the "common enemies" of the Romans [1, III.28].

Dionysius also mentioned two more wars with Veii and Fidenae under Ancus Markius and Tarquinius Priscus [1, III. 39], but apart from Dionysius, no mention of these wars can be found in other sources.

A new stage of relations with Fidenae came after the establishment of the Roman Republic.

After the Roman kings lost their power, Latin cities broke off the allied relations with Rome, and the Latin Union was restored under the supremacy of Tusculum, who determined the course of events between the expulsion of Tarquin and the Battle of Lake Regillus. Therefore, Fidenae as a Latin city was disconnected from their metropolitan Rome [17].

According to Dionysius at the end of the 6<sup>th</sup> BC Fidenae came under the power of the Sabines [1, IV. 51]. Also, Livy and Dionysius wrote about the resettlement of the gens Claudia to Rome during this period. The family owned the lands between Fidenae and Pitsetia [1, 5.40; 5, II.16.4]. The location of the settlement belonged to the whole family with customers and slaves in the immediate vicinity of Fidenae was supposed to put the situation in the city under Roman control and allow the Romans to react quickly to the actions of the Fidenae citizens.

At the same time, Fidenae, apparently, was drawn into a war with Rome, which was started by the Arician Federation under the leadership of Tarquin the Proud and his son-in-law Octavius Mamilius [1, IV. 52]. According to the data of Dionysius of Halicarnassus, in 505-504 BC the Sabines were defeated and in 499 the siege of Fidenae was started [1, V. 40-43; 5, II.19]. Further, Dionysius pointed out the importance of Fidenae's membership in the Latin federation, since at the meeting in the Ferentine grove the representatives of Aricia proposed to go to war against Rome because of the capture of Fidenae [1, V. 61.6; 3, 211; 6, 18]. The city of Fidenae was conquered by the Romans in 498 BC, and later colonists were brought there [5, IV.17.1].

During the First Veii War (483-474 BC), the question of Fidenae arose again. The war was a series of small battles and raids on the territory of the enemy. In the course of this war, the Romans destroyed the communication between the city of Veii and Fidenae, having built a castle on the Cremera River flowing into the Tiber near Fidenae, and having placed there a garrison consisting of representatives of the genus Fabia. However, the Romans were defeated [1, IX.15-16, 24; 5, II. 49.9-12; 50.1; 51.2-3]. A truce was signed for 40 years time [1, IX. XXXVI. 1-3]. Livy also reported about a forty-year armistice, and he also paid attention to the fact that the citizens of Veii "were obliged to supply grain and pay tribute" [5, II. 54.1]. Overall, the outcome of the war is still not entirely clear. Dionysius and Livy did not mention the seizures or losses of the territory, but the researchers pointed out that the situation could have developed not entirely in favor of the Romans. So T. Cornell stresses that the Etruscans could have had a preponderance in this war [19, 297], and I.V. Netushil believed that Rome lost most of its territories over the Tiber, including salt works [16, 595]. T. Mommsen believed that this world was beneficial to the Romans. At least, the Romans restored the state of affairs that had existed during the time of the tsars: the Etruscans refused to own the Fidenae and from the territory they had acquired on the right bank of the Tiber [20, 350]. In general, we can assume that Rome retained control over the trade routes.

In the years 438-435 BC, there was the second Veii war. The reason of this war was the fact that Fidenae stopped being part of Rome [5, IV. 17-22]. Livy wrote in this connection that the citizens of Fidenae killed the Roman ambassadors, who were trying to find out the reasons for Fidenae to join Veii [5, IV. 17.2]. The



military operations began in 437 BC. In 435 BC, Fidenae was conquered by the Romans [5, IV. 22.6]. Though the Romans made peace with Veii, in 434 BC Veii and the Fidenae tried to get support from the remaining Etruscan cities to fight against Rome [5, IV. 23. 4-6]. However, at the general meeting the Etruscans refused to support Fidenae since they were not interested in the war with Rome [21].

According to Livy, in 428 BC "the citizens of Veii raided the Romans. There was a rumor that some of the fidenians also took part in these robberies ... Those citizens who could not explain why they were absent in Fidenae at that time, were deported to Ostia. The number of settlers was increased, and the land of those killed in the war was transferred to them" [5, IV. 30.4].

In 427, the Romans sent the fetials to Veii with claims, but the military actions were not started for religious reasons [5, IV. 31]. The war began in the next 426 BC. The Veii population asked the other Etruscans to help in their fight against the Romans, but the only city which agreed to help was Fidenae [5, IV. 31. 1-3]. According to Livy, this was the decision of the citizens [5, IV. 31.7]. The Fidenians killed the Roman colonists who arrived in Fidenae in 428 BC. The base for the troops was served in this confrontation of Fidenae [5, IV. 31. 9]. As a result, Fidenae was captured and the prisoners were sold into slavery [5, IV. 34.4]. The Roman citizens were settled in Fidenae. A truce for 20 years time was signed between Rome and Veii in 425 BC [5, IV. 34].

In the third Veii War (406-396 BC), Fidenae are no longer mentioned by Livy as Veii's allies. Since now then Veii had to fight against Rome almost alone, as the remaining Etruscan cities decided not to oppose Rome [22].

It should be pointed out that in the 5<sup>th</sup> century BC the Etruscans and their allies the Carthaginians suffered a series of defeats from the Greeks, who changed the situation in the Western Mediterranean. At the same time, the Campaign is raided by the Samnites, who could not repel the Etruscans and eventually lost these lands. In this regard, it becomes understandable the reluctance of the Etruscans to get involved into a conflict with the Romans, who at that time occupied the leading positions in Latium.

It does not seem appropriate to talk about the complete destruction of the city, since the city is still mentioned by the ancient authors, but there is not a word about "detachments". Francesco Di Gennaro pays attention to the fact that in the 4<sup>th</sup> – 2<sup>nd</sup> centuries BC Fidenae was the administrative center [3, 220].

### Summary

Fidenae, founded by the Latin, became a Roman colony in the 8<sup>th</sup> century BC, but nevertheless the city had an independent foreign policy, more focused on the large Etruscan city of Veii than on the interests of Rome. The Romans did not interfere in the internal structure of their colony, but tried to put the territory under their control, since important trade routes passed through these territories.

### Conclusions

Thus, the struggle for the city of Fidenae between Rome and Veii was due to the desire to put under its control the important trade routes from the salt mills at the mouth of the Tiber to the interior regions of Italy and from Etruria to Campania. With the loss of the latter for the Etruscan twelve, the support of Veii in this struggle became irrelevant. As a result, Rome managed not only to capture and keep the city of Fidenae and the mouth of the Tiber, but also to defeat Veii – its old rival.

### Acknowledgements

*The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.*

## References:

1. Dionysius of Halicarnassus, "The Roman Antiquities" / With an English translation by E.Cary on the basis of the version of E.Spelman. Vol. I-VII. Cambridge-London, 1981-1986.
2. T.D. Stek, "Material culture, Italic identities and the Romanization of Italy", *A companion to the Archaeology of the Roman Republic*. / Ed. Evans J. de Rose. Wiley-Blackwell, 2013, pp. 337-353.
3. F. Di Gennaro, L. Ceccarelli, "Fidenae. Santuari Urbani e del Territorio", *Proceedings of the Conference Sacra Nominis Latini. I santuari del Lazio arcaico e repubblicano*. Rome, 19-21 February 2009, Marroni E. (ed.), Napoli, 2012, pp. 211-226.
4. P. Barbina, L. Ceccarelli, F. Dell'Era e F. Di Gennaro. "Il Territorio Di Fidenetra V e II secolo A.C.", *Suburbium II. Il suburbio di Roma dalla fine dell'eta monarchica all'ascesa della ville (V-II secolo A.C.)* / V. Jolivet et alii (eds.), Rome, 2009, pp. 325-345.
5. Titus Livius, "Titi Livi Ab Urbe condita" / Rec. R.S.Conway et C.F.Walters. Tomi I-II. Oxonii, 1948.
6. C.J. Smith, "The Latins: historical perspective". In. Aberson, M., Biella, M. C., di Fazio, M. & Wulschleger, M. (eds.) *Entre archéologies et histoire: dialogues sur divers peuples de l'Italie préromaine : Etudes Genevoises sur l'Antiquité* 2. Berne, pp. 22-30, 2014.
7. P. De Souza, "War, Piracy and Politics in the Mediterranean 500-30 BC". In *Pirateria y seguridad marítima en el Mediterráneo Antiguo*, Sevilla, 2013, pp. 31-50.
8. G. Cifani, "Aspects of urbanism and political ideology in archaic Rome", *Journal of Roman Archaeology*, Vol. 97, pp. 15-28, 2014.
9. F. Fulminante, "The Urbanization of Rome and Latium Vetus: From the Bronze Age to the Archaic Era". Cambridge, 2013.
10. J. Martinez-Pinna, "Ardea, Sutrium y Nepes: tres casos de 'colonización interna', *Gerión*, Vol. 32, pp. 125-136, 2014.
11. Nemirovskiy A. I. "The History of Yearly Rome and Italy", Voronezh, 1962.
12. Plutarchus, "Vitae parallelae" / Recogn. C.Lindskog et K.Ziegler. Vol. 1-3, Lipsiae, 1969-1973.
13. Zaleskiy N. N. "About the History of Etruscan Colonization of Italy in the 7<sup>th</sup>-4<sup>th</sup> centuries BC", Leningrad, 1965.
14. L. Alessandri, "Latium vetus in the Bronze Age and Early Iron Age", *Il Latium vetus nell'età del Bronzo e nella prima età del Ferro*, Oxford, 2013.
15. G. Cifani, "Per una definizione storica dei Falisci, tra identità, cultura e territorio". In Cifani, G.(ed.), *Tra Roma e l'Etruria. Cultura, identità e territorio dei Falisci* (acts of the British School Seminar, Rome 2011), Roma: Quasar, pp. 1-53, 2013.
16. I. V. Netushil, "Porsena and Veii Wars", *Journal of the Ministry of Public Education*, Part 12. November, pp. 517-602, 1907.
17. T. Stek, J. Pelgrom, "Roman Republican Colonization, New Perspectives from Archaeology and Ancient History", *Papers of the Royal Netherlands Institute in Rome*, Vol. 62, Roma, 2014.
18. J. Martinez-Pinna, "Observaciones sobre el origen de la liga Latina", *Mediterraneo antico*, Vol. 15, pp. 409-424, 2012.
19. T. J. Cornell, "Rome and Latium to 390 BC", in *The Cambridge Ancient History*, Vol. 7, part. 2, The Rise of Rome to 220 BC, Cambridge University Press, 1990.
20. T. Mommsen, "The History of Rome". Vol.1. Book 1. Moscow, 2001.
21. G. Cifani, "L'economia di Roma nella prima eta repubblicana (V-IV secolo a. C.): alcune osservazioni", in *L'Italia centrale e la creazione di una koiné culturale? I percorsi della 'romanizzazione' e pluribus unum? L'Italie, de la diversité préromaine à l'unité augustéenne*, vol. II, Bern, pp. 151-181, 2016.
22. P. Sánchez, "Latini, id est foederati: Le statut juridique des colonies latines sous la République", *Athenaeum*, Vol. 104, pp. 50-82, 2016.

## Grammatical Patterns Of Idiomatic Expressions Related To Semantic Field Of Family Relations

Kamilya R. Ziganshina<sup>1</sup>, Zulfiia Kh. Fazlyeva<sup>1</sup>, Nadezhda O. Samarkina<sup>1</sup>, Mr. Charles Carlson<sup>2</sup>

<sup>1</sup> Kazan Federal University

<sup>2</sup> American University of Central Asia, Bishkek

### Abstract

This article deals with the phraseological units of the English language related to the semantic field "family" regarding their structure and grammar arrangement. Phraseological units in the capacity of the linguistic units being rendered are always construed as a structural whole of a compound character, consisting of different morphological words to be in different dependencies.

English phraseological units by their structure are divided into two groups: word combinations and sentences, among the latter we consider proverbs and sayings of the analyzed language. Notwithstanding the fact that linguistic opinion varies on appropriateness of the proverbs and sayings to be included into the phraseological fund, there is no escape from taking into account that firstly, they are set expressions, secondly, some of them are the source of occurrence of phraseological units, and, finally, the proverbs and sayings are figurative, vivid linguistic means.

In addition, the language analysis made it possible to single out from the groups and word combinations and sentences the main structural types being characteristic of the phraseological units of the semantic field "family" in the English language. Depending on the categorical membership of the main word, we divide phraseological units of the compared languages into: 1) substantive; 2) verbal; 3) communicative; 4) adverbial; 5) adjective.

**Keywords:** idiomatic expression, semantic field, substantive unit, verbal unit, communicative unit, adverbial unit, adjective unit, grammatical pattern.

### Introduction

Being reproducible language units, idiomatic expressions serve as a structural whole of a complex set, consisting of different, in terms of their morphological features, words, belonging to various syntactical relationships. "Phraseological units reflect not only cultural and linguistic content of a language, but also represent its mental constitution, which attracts attention to its studies from cognitive viewpoint" [Davletbayeva D., Larionova E., Bashkirova K., 2016, p.164].

Following their structure, idiomatic expressions are divided into two functional groups: word combinations and sentences.

According to the categorical membership of the principal word, the idiomatic expressions can be subdivided into the following classes: 1) substantive; 2) verbal; 3) communicative; 4) adverbial; 5) adjective. Every class is characterized by a special grammatical pattern, identified through linguistic analysis.

Idiomatic studies are very important for linguistic studies in general, lexicography and teaching foreign languages. "Specialists in phraseology still confirm a lack of standardized terminology as there are a lot of terms used to denote its main unit: idiom, multiword lexical unit, set expression, fixed phrase, phraseme, etc" [Arsentieva E.F., Nurullova A. A., 2014, p.465]. In our research we adhere to a term of "idiomatic expression". On the basis of contemporary linguistic research, there can be ascertained that idiomatic expressions are more complicated, compared to their constituent elements, both in their structure and meaning, and low regularity of shape-and-meaning proportions, in addition. As some

linguists claim: "They are endowed with a different, much more complicated meaning than lexical units." [Ayupova R. A., Bashirova M. A., et al., 2014, p.290].

The choice of the semantic field of family relationships, our units are related to, is stipulated by the fact that these units make a significant group in any language, being of important character, and serve as the most vivid and figurative. Furthermore, the idiomatic expressions are distinguished by wide range of representations and means of expression.

### Methods Of Study

Empirical material of the current research is extracted from different phraseographic and paroemiographic sources of the English language. The objective of this work is to detect and analyze the most efficient grammatical patterns of the idiomatic expressions of a particular area. So, in our research we have resorted to the typological method, the method of phraseological identification proposed by A.V. Kunin, the method of transformational analysis, the method of phraseological description. The analysis of the structure of idiomatic expressions provided distinguishing of the most productive grammatical patterns of the English language.

### Results And Discussion

Thus, the main grammatical patterns of the idiomatic expressions of the semantic field of family relationships look as follows:

I. The idiomatic expressions as word combinations.

1) *Substantive idiomatic expressions* on the material we have used constitute the majority of the units under research. Within the frames of this group the following characteristic schemes stand out:

a. Most efficient structure for the substantive idiomatic expressions is Adj+ N one, for example: *an olive branch (a child)*, *a penny father (a miser)*, *a double harness (a marriage)*, *a grass widow (a woman whose husband is frequently absent)*.

Some of these units are formed by means of possessive nouns: *mother's darling*.

b. Next structural type of the idiomatic expressions concerning the substantive group is formed by the following scheme: N + Prep + N, examples being - *the baby of the family*, *a child of shame*, *a chip of the old block*. As we can see, the second member of such idiomatic expressions may be extended.

c. Next type of substantive units is presented by N + and + N structure: *ball and chain (marriage)*, *baron and feme (a husband and wife)*. Here one identifies the lexeme *one's*, playing the role of syntactic words, for example: *one's flesh and blood*, *one's heart and home*.

d. Substantive idiomatic expressions are characterized by comprising proper names in their structure, usually with N + and + N scheme, for example: *Strephon and Phyllis* (meaning young lovers), *Darby and Joan* (an old loving couple), *May and December* (an old husband with a young wife).

e. There is also another scheme for the units with proper names within their composition: N + N, where the main components are presented through collateral relations: *Aunt Sally* (meaning scapegoat), *Uncle Sam* (the US government), *Cousin Jack* (a resident of Cornwall).

2) Next type of idiomatic expressions falls into definition of *verbal units*.

a. The most prevalent structural scheme here is V + N one. For example: *give birth to somebody*, *Miss the market* (meaning an old maid), *pop the question* (to propose to a girl).

b. The following grammatical V + Prep + N scheme serves as the pattern for verbal idiomatic expressions, for example: *be under wife's thumb* (when a wife is the boss in a family), *bring into the world* (meaning give birth).

c. Another grammatical structure is V + N + Prep one: *to fix one's affection on somebody* (fall in love), *come the uncle over somebody* (to reproach).



- d. Another small group of verbal idiomatic expressions is presented by V + Adj +Prep + N scheme, for example: *be big with child (be pregnant), to tie the marriage knot (to get married)*.

## II. The idiomatic expressions as sentences.

- 1) This group includes the so-called communicative idiomatic units, which stand for integrally predicative sentences. Two classes of proverbs and sayings can be distinguished among the communicative idiomatic units. The linguists have no clear agreement about relevancy of including proverbs and sayings into idiomatic stock of the language. For example, A.L. Onyany considers proverbs, sayings and aphorisms to be non-linguistic units, because they, according to the author, do not contain any language peculiarities: "Sustainability, reproducibility and repeatability are characteristic not only of proverbs, sayings and aphorisms, but of literary works of general volume, such as verses, fables, novel and so on. Proverbs, sayings and aphorisms differ from the latter only by their volume." [Onyany A.L., 1966].

The main argument against proverbs and sayings to be included into idiomatic stock, according to Onyany A.L., is that the elements of proverbs and sayings, in contrast to those of idiomatic units, possess referent. But we believe that there is one omission in the opinion. What about the proverbs, which have lost their connection with the original situation, from which they were generated?

Proverbs refer to the group of sustainable word combinations, differing from other types of idiomatic combinations by syntactic completeness and grammatical judgement. Though proverb may be decomposed into separate words, which meanings stay the same when used outside the proverb, proverb is considered to be a set expression, owing to its frequent usage in speech, because it conveys human experience and outlook. As Felitsina V.P. states, "Proverb, being allegory, has a direct meaning as well. Preservation of direct meaning of its every constituent, ensures it living in a language. Proverb, losing its direct meaning for the native speakers, because of its archaization or loss of one of the words, loses its sense and cannot be used allegorically." [Felitsina V.P., Mokienko V.M., 1990].

Saying differs from proverb by its incompleteness, specificity and syntactical variations. For instance, among sayings comparisons may be found: *like seed, like breed (like father, like son)*.

Being reduced, proverb becomes idiomatic and turns into saying, which can be noticed in the following example: *a black sheep of the family* expression is generated from *there is a black sheep in every flock*.

In our research we adhere to an opinion that within the linguistic system, proverbs and sayings belong to idiomatic language stock. Firstly, they serve as the set word combinations, secondly, some of them are the source of formation of new idiomatic expressions, and finally, proverbs and sayings act as figurative, vivid language means.

As A.V. Kunin claims that saying is a communicative idiomatic expression of non-proverbial nature [Kunin A.V., 1970]. In contemporary study of folklore, the concept of saying is rather vague, because it includes different structural and semantic types of set, figurative word combinations. We divide the field of sayings into narrative and interrogative groups. The examples of narrative sayings are: *under one's vine and fig-tree (at one's own home), all in the family (family secret)*.

And a rare type of interrogative sayings is - *does your mother know you're out? (you are too young and unexperienced)*.

Proverb is a concise utterance in the context of various aspects of life, having entered the colloquial speech. ... proverbs express the thoughts figuratively and emotionally, bearing at the same time the imprint of a unique national color for rendering of which the artistic devices and the means of language are actively used [Husnutdinov, D.H., Akalin, S.H., Giniyatullina, L.M., Sagdieva, R.K., 2017:199]. In context it acts as an independent sentence or a clause. Proverbs can be narrative, imperative and interrogative sentences.

The following types of idiomatic expressions fit into the group of narrative proverbs: *a cheerful wife is the joy of life, a good Jack makes a good Jill (a good husband has a good wife).*

Among the negative simple sentences related to proverbs the following can be defined: *no herb will cure love, the course of true love never did run smooth.*

Among the proverbs of complex structure are: *there is one good wife in the country and every man thinks he has her, little children, little sorrow, big children big sorrow, mother's darlings make but milksop heroes, short reckoning make but long relatives.*

Among the proverbs with compound structure are: *it is an ill bird that fouls it's own nest* (the same as *wash one's dirty linen in public*), *as the old cock crows, so doth the young (like father, like son)*, *give a child his will and he will turn it* (do not give a child too much freedom)

The interrogative sentences also can be observed among the compound proverbs, for example: *all are good lasses, but whence come the bad wives?*

- 2) The so-called adjective idiomatic expressions, related to the semantic field of family relationships, are rather rare, which have connection to our field of study, and the examples being: *near and dear* (family and friends), *next of kin* (relatives and friends).
- 3) There have been found only few adverbial idiomatic expressions of the theme we are interested in, for example: *by one's father's (paternal) side, by one's mother's (maternal) side.*

### Summary

The structure of idiomatic expressions, related to the semantic field of family relationships, implies their subdivision into word combinations and sentences. According to the categorical belonging of their main word, the idiomatic expressions are distinguished as substantive, verbal, communicative, adverbial and adjective.

### Conclusions

- 1) Substantive idiomatic units serve the majority and are presented by the following grammatical schemes: Adj + N, N + N; N + and + N; N + Prep + N.
- 2) Verbal idiomatic units have the following structures: V + N; V + Prep + N, V + N + Prep; V + Adj + Prep + N.
- 3) Communicative idiomatic units are presented by two idiomatic groups – proverbs and sayings. In our research we have accentuated the narrative and interrogative ones. The proverbs are divided into narrative, imperative and interrogative ones. The narrative proverbs comprise: simple narrative sentences, negative sentences, compound sentences with different componential connection, complex sentences. The imperative proverbs are represented by simple and compound sentences.
- 4) Adjective idiomatic units compose a small number compared to the others of the type, for example: *near and dear.*
- 5) Among the adverbial types of the idiomatic units under study also a small number is detected, for example: *by one's father's (paternal) side.*

### Acknowledgements

*The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.*

### References:

1. Arsenteva E. F., Nurullova A. A. Phraseological units with onomatopoeic components in English and German // Life Science Journal, 2014; 11(5), - pp. 465-468



2. Ayupova R. A., Bashirova M. A., Bezuglova O. A., Kuznetsova A. A., Sakhibullina K. A. Ornythonym component and phraseological meaning // Life Science Journal, 2014;11(11) – pp. 290-293.
3. Cambridge Advanced Learner's Dictionary & Thesaurus, 2008. - [www.dictionary.cambridge.org/dictionary/british/](http://www.dictionary.cambridge.org/dictionary/british/).
4. Cambridge International Dictionary of Idioms. - Cambridge: United Kingdom at the University Press, 2002. – 608 p.
5. Davlethbayeva D., Larionova E., Bashkirova K. Cultural interpretation of phraseological units in their occasional use // Modern Journal of Language Teaching Methods ELT in Russia. Special Issue, 2016. – p.164
6. Felitsina V.P., Mokienko V.M. The Russian phraseological units – Moscow, 1990.
7. Husnutdinov, D.H., Akalin, S.H., Giniyatullina, L.M., Sagdieva, R.K. Linguistic means of expression in proverbs of Tatar, Russian, Turkish // REVISTA SAN GREGORIO. – No.20, Special edition. December, 2017. – pp. 195-200.
8. Kunin A.V. The English phraseology – Moscow, “Vysshaya shkola”, 1970. – 343 p.
9. Language units in paradigmatics and syntagmatics: scientific collection / Dnepropetrovsk university, 1990. – 135 p.
10. Longman Dictionary of Contemporary English, 2003. Pearson Education Limited.
11. Oniani A.L. Georgian idioms – Tbilisi: Nakaduli, 1966.
12. Oxford Dictionary of Idioms. - Oxford: Oxford University Press, 2004. – 340 p.
13. Solomonik T.G. The dictionary of English idioms – St-Petersburg: Allgs-fond, 1994. – 248 p.
14. Spears R.A. NTC's American Idioms Dictionary. - USA, Lincolnwood, Illinois, 1991. – 464 p.

## Modeling of the lexico-semantic field «intellect» in the Russian translation of Herman Hesse's novel "Steppenwolf"

Irina V. Erofeeva<sup>1</sup>, Luiza I. Gimatova<sup>1</sup>, Ekaterina V. Sergeeva<sup>2</sup>

<sup>1</sup> Kazan Federal University

<sup>2</sup> Justus-Liebig-Universität Gießen

### Abstract

The article analyzes the peculiarities of the functioning of the lexico-semantic field "intellect" in H. Hesse's novel "The Steppe Wolf" and its translation into Russian. This field is one of the key in the works of the representative of intellectual prose H. Hesse. In the process of translation, not only the conceptual content of a given lexeme is conveyed, but its cultural meaning as well. Using the method of conceptual analysis enables to identify the components of the meaning that are actualized both in the author's text and when translated into the Russian language. As a result of the research, the kernel and peripheral areas of the lexico-semantic field "intellect" in the writer's idiosyncrasy in German and in his Russian translation were determined, which made it possible to characterize specific ways of conceptualizing reality in two different languages. In the process of investigation, three main lexical subgroups of this field have been identified: "the presence of the mind", "education, the totality of accumulated knowledge", and "the level of mental development". The composition of the components of each group and their role in organizing the discourse of the novel "The Steppe Wolf", the specificity of reflecting the totality of vital, sociocultural, psychological and other factors in the language have been determined. The work has been carried out in the framework of research on intercultural communication and is intended for teachers of foreign languages, translators.

**Keywords:** lexico-semantic field, translation, cross-cultural communication, semantics, idiosyncrasy.

### Introduction

In modern linguistics, urgent is an interest in the forms of expressing national mentality in word. The language image of the world of each people reflects deep-seated views, rooted in history. The most distinct differences in the categorization of extralinguistic reality are reflected in the lexico-semantic system of language. The most important concept of this level of organization of the language system is the lexico-semantic field (LSF). The impetus for the development of this area of linguistics was the theory of semantic field of German philologist Jost Trier. Trier discovered a certain structuring in the language, which he termed "field" [1: 125]. It is the lexical and semantic fields where human experience is reflected, they are the universal way of organizing linguistic units and are connected with the psychological mechanisms of man. Their comparative study in different languages makes it possible to identify differences in the conceptual worldview, which is conducive to a better understanding of the processes of cross-cultural communication.

The lexical field is characterized by a systemic organization, is formed by a set of interrelated linguistic units and in view of its close connection with the extralinguistic reality corresponds to the conceptual field. The latter is divided into parts by a mosaic of the words of the lexical field. The word itself does not have meaning, it acquires it only in the context of a certain picture [2: 11]. The field is the main structure that organizes the thesaurus of language. Accordingly, the study of lexico-semantic fields is one of the important conditions for determining the linguistic foundations of intercultural communication. An increasing role of intercultural communication in all spheres of life of modern man and the need to study it primarily from the linguistic viewpoints is concerned over by many modern scholars, including S. Ter-

Minasova, R.D. Lewis, T.K. Ivanova, L.A. Biktasheva et al. [3, 4, 5]. The scholars of Kazan University also devote considerable attention to researching different aspects of the language system in respect of a comparative aspect for improving the practice of teaching foreign languages [6, 7, 8].

In this study the LSF "intellect" in the translation of Hermann Hesse's "The Steppe Wolf" into Russian is subjected to the analysis. The LSF "intellect" can be referred to the dominant fields in the system of any language, since the constituent components of it help to name those abilities and skills of a person, without which it is inconceivable to consider any homo sapiens to be a personality.

Lexical-semantic field is understood as a semantic group organized on the principle "center-periphery", the components of which are connected by an integral feature, usually expressed by a dominant of microfield (kernel lexeme) [9: 27]. Traditionally, the LSF includes a kernel, a center (near kernel zone), and a periphery.

### Methods

To study the specificity of the ethnolinguistic representation of the LSF "intellect" in H. Hesse's novel "The Steppe Wolf" and its translations into Russian, the method of comparative-contrastive analysis is used. Its application makes it possible to identify individually author's and nationally specific features of the realization of components of the LSF "intellect" in two compared languages. The method of conceptual analysis is aimed at determining the main features of cultural content of the relevant concepts. In the process of research, it is important to analyze lexicographic sources, since it is the accounting of the dictionary data that makes it possible to objectively interpret the usual and the individual in the writer's dictionary and translation of his texts. The descriptive method, the method of component analysis, the method of contextual analysis, the derivational analysis, as well as the stylistic and linguoculturological interpretation of linguistic phenomena, were used to analyze concrete linguistic facts.

### Results and Discussion

The material for analysis was the original work by Hermann Hesse "Steppenwolf" and its translation into Russian [10, 11]. To corroborate the reliability of the semantic observations, data from various dictionaries of both Russian and German were used. Reference to dictionary definitions, reflecting the ideas of the studied phenomena, the most widespread in the minds of the native speakers, made it possible to objectively analyze it. Thus, in the German and Russian language world images, the LSF "Intellekt" belongs to ontological categories that have a wide variety of manifestations and a complex structural organization. In connection with the special interest of contemporary humanitarian research in the problems of consciousness and the ways of its reflection in linguistic facts, the study of this group of vocabulary appears to be of particular importance. The name of the field is the lexeme *intellect*, since it has the property of easy deducibility of the general meaning, makes it possible to see the composition of the field, is not a term and an emotionally colored unit, has a sufficient frequency of use, has a certain denotation, and, therefore, is consistent with the name of field [12: 23].

To identify the semantic components of the concepts *Intellekt* / *intellect* that are significant in the minds of the bearers of Russian and German linguocultures, the definitions of this lexeme in different dictionaries were analyzed. In the Explanatory Dictionary of the Russian Language by D.N. Ushakov lexeme *интеллект* / *intellect* (from Latin *Intellectus* – "understanding, concept") has the meaning «ум, рассудок, мыслительная способность у человека (в противопоставление воле и чувствам)» / "mind, reason, thinking ability of man (in opposition to will and feelings)" [13]. A more detailed, special definition is presented in "The Dictionary of Philosophical Terms", in which *intellect* is defined as "a psychic ability to perceive a non-stereotyped search and to get insight into adequate forms of thought and appropriate ways of behavior based on experience and knowledge and at the same time tending to

anticipate events and experiences" [14: 202]. Both definitions demonstrate the universality of the concept of *intellect* as one of the most important essential qualities of man.

The reference to the German-language explanatory dictionary "Duden" allows for recording the following current meanings of the German lexeme in consideration: *Intellekt* (lat. «das Innenwerden, Wahrnehmung; Erkenntnis(vermögen)»): 1) Fähigkeit, Vermögen, unter Einsatz des Denkens Erkenntnisse, Einsichten zu erlangen («способность, умение приобретать знания с помощью мышления»); 2) Denken, Erkenntnisvermögen («мыслительные способности, способность познания»); 3) Verstand («ум») [15: 772].

The studied lexeme has a Latin origin and entered the Russian language in the first third of the 19th century through the German language. However, in the original text of G. Hesse's novel "Steppenwolf" the German lexeme *Intellekt* is not fixed, while in the Russian translation the word *интеллект* / *intellect* is used repeatedly. Despite these features, we believe that the lexeme *интеллект* / *Intellekt* (intellect) is the name of the field under investigation, since it expresses its general meaning, its archiseme. The word *интеллект* / *intellect* is noted when translating the German word *Geist* and its derivatives *Geistigkeit* and *Geistigen*. In the translation of H. Hesse's novel into Russian, the lexeme *интеллект* / *intellect* and its cognate lexemes occur 7 times, as, for example, in the following passage: *Wir Geistigen alle waren in der Wirklichkeit nicht zu Hause, waren ihr fremd und feind, darum war auch in unsrer deutschen Wirklichkeit, in unsrer Geschichte, unsrer Politik, unsrer öffentlichen Meinung die Rolle des Geistes eine so klägliche.* [10: 173-174]. – Мы, люди *интеллектуальные*, все сплошь не знали действительности, были чужды ей и враждебны, а потому и в нашей немецкой действительности, в нашей истории, в нашей политике, в нашем общественном мнении роль *интеллекта* была такой жалкой. (We, *intellectual* people, all of us without exception did not know the reality, were alien to it and hostile, and, therefore, in our German reality, in our history, in our politics, in our public opinion, the role of *intellect* was so minor.) [11: 173-174].

The reason why the translator, when rendering the text into Russian, chooses *интеллект* as the equivalent of the German word *Geist*, can be understood when considering the synonymic row, which includes the lexeme *Intellekt*. In German, a dominant of the synonymic row containing the word *Intellekt* is *Geist*. The nouns *Denkfähigkeit*, *Denkvermögen*, *Erkenntnisvermögen*, *Gedankenkraft*, *Geistesgaben*, *Geisteskraft*, *Geistesstärke*, *Intelligenz*, *Klugheit*, *Vernunft*, *Verstand* are also referred to this row. The formation of *Geist* due to semantic diversity, when translating, causes certain difficulties for the speakers of another language to fully perceive and realize it. The analysis of the dictionary data certainly indicates its ambiguity, in particular, "The New German-Russian Dictionary" gives the following meanings of this lexeme: 1. дух; душа; (spirit; soul); 2. ум, мысль, интеллект; (mind, thought, intellect); 3. призрак, привидение, тень (phantom, ghost, shadow) [16: 123]. The second of the presented meanings of the word *Geist* «ум» (mind) allows to include it in a number of words comprehended in the LSF «ИНТЕЛЛЕКТ» / "intellect". The synonymic row with the dominant *интеллект* (intellect) in Russian is formed by the following lexical units: *ум, разум, рассудок, здравый смысл, мозги, голова, мозг* (mind, reason, good sense, common sense, brains, head, brain) [17: 163]. However, the first meaning of the German word *Geist* «дух, душа» (spirit, soul) is not included in the semantic scope of the concept *ум*, but when translating this lexeme into Russian, the variants *дух, душа* are used as well as the variants *ум, мысль, интеллект*, which helps to eliminate the semantic diversity of the word *Geist* when translating it. This can be demonstrated by the following examples:

1. *Der Teufel ist der Geist, und seine unglücklichen Kinder sind wir.* [10: 161]. – Дьявол – это *дух*, и мы его несчастные дети. (Devil is a *spirit*, and we are its miserable children) [11: 162].

2. *Er selbst, der alte Harry, war genau solch ein bürgerlich idealisierter Goethe gewesen, ... von Erhabenheit, Geist und Menschlichkeit strahlend wie von Brillantine und beinahe über den eigenen Seelenadel gerührt!* [10: 167]. – Он сам, прежний Гарри, был точно таким же по-мещански идеализированным Гете..., которое сверкает



величием, **умом** и человечностью, как бриллиантином, и чуть ли не растрогано благородством своей души! (He himself, the same Harry, was exactly the same idealized by Goethe ... that shines with greatness, **intelligence** and humanity, like a diamond, and is almost touched by the nobility of his soul!) [11:167].

The lexemes *дух* and *ум* in rendering the German nouns *Geist*, *Gescheitheit*, *Geister*, *Denken* and the adjective *klug* in the translation of the novel occur quite often, 40 and 37 times, respectively. Such a high frequency of their use enables to refer them to a group of identifying words, which constitute the kernel of the LSF «интеллект» (intellect). To the kernel zone of the field one can attribute the lexemes *мысль* and *думать*, also often used by the translator (*мысль* – 47 times, *думать* – 25 times).

Of particular interest in the context of the novel is the lexeme *думать*, that, in contrast to the other kernel lexemes of the LSF «интеллект», is expressed by the verb: *Plötzlich wieder Dinge, die mich etwas angingen, an die ich mit Freude, mit Sorge, mit Spannung denken konnte* [10: 130]. – Вдруг снова вещи, которые меня как-то касались, о которых я мог **думать** с радостью, с волнением, с интересом! (Suddenly again the things which were somehow concern of me, which I could think of with joy, with excitement, with interest!) [11: 129-130]. The use of the verb *denken* // *думать* (to think) helps to convey the atmosphere of intellectualism, the high spirituality in which the protagonist of the work lives, Harry Galler. And the author himself lived in the same world.

In addition to the synonyms, the central zone of the LSF «интеллект» is expanded at the expense of key, kernel lexemes. «As is generally known, three-dimensional model of lexical system is formed by three axes: paradigmatic, syntagmatic and derivational» [18: 77]. The derivative formations are presented by the nouns with the suffixes denoting abstract: *-ость* (*духовность* // *Geistigkeit*, *интеллигентность* // *Geistigkeit*, *гениальность* // *Genialität*), *-ение* (*мышление* // *Denken*); with the suffix denoting a person *-тель* (*мыслитель* // *Denker*); the adjectives with the suffix *-н-* (*духовный* // *geistig*, *умный* // *klug*, *интеллигентный* // *geistig*, *разумный* // *vernünftig*), more complex succession of the suffixes: *-альн-* (*гениальный* // *genial*), *-ственн-* (*умственный* // *gedanken*); as well as compound adjectives (*умственно-книжный* (человек) // *Gedanken-und Büchermensch*, *остроумный* // *geistreich*, *несумасшедший* // *keineswegs verrückt*); the verbs, formed with the help of confixes (*задумываться* // *beim Nachdenken*, *образумиться* // *Vernunft annehmen*); the adverbs with the suffix *-о* (*вдохновенно* // *begeistert*, *умно* // *klug*, *мысленно* // *gedankenvoll*, *задумчиво* // *versunken*).

The vocabulary referring to the LSF “intellect” is used not only to convey the atmosphere of spirituality, but also to depict the inner world of the protagonist. Its use makes it possible to better understand the motives of his conscious and unconscious actions, to learn Hesse himself in this character, who is fighting with his mental ailments, seeking protection from the realities of history and from the atmosphere of fascist reaction in intelligence and education.

The main semantic feature related to the kernel and central zones of the field being studied is “the presence of intellect”. The lexemes *ум* // *Geist*, *Gescheitheit*, *Geister*; *разум* // *Vernunft*; *интеллект* // *Geist* to express it.

The near periphery of LSF «интеллект» (“intellect”) consists of the lexemes having the semantic features such as «образованность» (“education”), «совокупность накопленных знаний» (“a totality of accumulated knowledge”). This group is represented by 15 lexical units. It comprises 7 nouns (*знание* // *Wissen*, *знаток* // *Kenner*, *ученый* // *Gelehrte*, *наука* // *Wissenschaft*, *мудрец* // *Weise*, *мудрость* // *Weisheit*, *учитель* // *Lehrer*), 5 adjectives (*ученый* // *gelehrt*, *высокообразованный* // *hochgebildet*, *изобретательно-умелый* // *genial*, *всеведущая* // *Allwissende*), 3 verbs (*знать* // *wissen*, *учить* // *lehren*, *научить* // *lehren*). The comparatively small number of units representing this group can be interpreted as the author's reluctance to attach great importance to the person's education and life experience. At the same time, the presence of these lexemes indicates that education for H. Hesse is nevertheless an indispensable and integral part of the intellectual world in which his protagonist lives.

The smallest group of the lexemes united by «the level of mentality» refers to the zone of near periphery. This group comprises 3 nouns (одаренность // *Spezialistenbegabung*, гений // *Genie*, гениальность // *Genialität*) and 3 adjectives (нормальный // *normal*, одаренный // *begabt*, гениальный // *genial*). Here one can observe the graded connection of elements within the group. All six units have a neutral or positive connotation. The lexemes with a negative evaluation connotation, which are opposed to the groups of the kernel and the near periphery, are already found in the row of antonyms. We refer them to the far periphery of the LSF of the concept “intellect”.

### Summary

Thus, the LSF “intellect” in translation of G. Hesse’s novel into Russian is a complicated and complex field, verbalized by the vocabulary mostly neutral in terms of stylistics and comprising three lexical subgroups exposed at this stage of investigation. These groups occupy a place in the kernel, in the center and in the near peripheral zones of the designated LSF, and are united according the three semantic features present in them: “the presence of the mind”, “erudition, the totality of accumulated knowledge”, and “the level of mental development”. An additional group of the far peripheral zone is the group distinguished by the presence for all of its lexemes of antonymic bonds with the units of the first three groups.

### Conclusions

The use of a significant number of lexical units associated with the representation of the concept of human mental abilities corresponds to the general content of the novel that belongs to intellectual prose. The novel “The Steppe Wolf” depicts the inner world of man, the interaction of the main character’s conscious and unconscious inwardly, which causes the active use of vocabulary relating to the sphere of intellect and mind.

### Acknowledgements

*The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.*

### References:

1. Öhmann, S. Theories of the “Linguistic field”, *WORD*, 9:2, 2015, pp. 123-134.
2. Schwaika, O. Wortfeldkonzeption: Darstellung und Kritik am Beispiel deutscher Verben der Geldbeziehungen. Dissertation zur Erlangung des Grades eines Doktors der Philosophie, Bielefeld, 2002. 225 S..
3. Ter-Minasova, S. Language and Cross-Cultural Communication. M.: MSU Press, 2004. 368 p.
4. Lewis, R.D. When Cultures Collide. Boston; London: Nicholas Brealey International, 2006. 599 p.
5. Ivanova, T.K., Biktasheva, L.A. Ways of formation of punning compound words in German and their translations. Russian. *Revista Publicando*, 4 No 12. (1). 2017, pp. 437-446.
6. Shtyrlina E.G. Concept as a linguistic guideline in teaching Russian as a foreign language. *Modern Journal of Language Teaching Methods*, Vol. 7, Issue 12, December 2017, pp. 88-94.
7. Shchuklina T., Mardieva L., Alyokhina T. Teaching Russian language: the role of word formation. *The European Proceedings of Social and Behavioural Sciences*. Vol. XII. 2016, pp. 190-196.
8. Nurullina G.M. Yusupova Z.F. The use of dictionaries in teaching Russian language to bilingual students. *Modern Journal of Language Teaching Methods: Special Issue*, December 2016, pp. 92-96.
9. Admoni, V.G. About Syntactics as the Semantics of Syntactic Structures. *Izvestiya of AS of the USSR. Series of Literature and Language*. M.: AS USSR Press, 1979. V.38. №1. P.24-35.



10. Hesse, Hermann. *Der Steppenwolf*. SP.: Anthology, KARO, 2008. 288 p.
11. Гессе, Герман. *Степной Волк* [Translated from German by S.Apt]. M.: AST Press, 2016. 283 p.
12. Karaulov, Y.N. *General and Russian Ideography*. M.: Nauka, 1976. 355 p.
13. Explanatory Dictionary by Ushakov [Electronic resource]. URL: <http://ushakovdictionary.ru> (Access date 28.04.18)
14. *The Dictionary of Philosophical Terms* [Scientific edit by Prof. V. G. Kuznetsov]. M.: INFRA-M.2011. 731 p.
15. Duden. *Das Bedeutungswörterbuch*. 3., neu bearbeitete und erweiterte Auflage. B. 10. Dudenverlag. Mannheim. Leipzig. Wien. Zürich, 2002. 1103 S.
16. *New German-Russian Dictionary, Russian-German Dictionary: 42 000 words*. Kiev: A.S.K., 2000. 808p.
17. Aleksandrova, Z.E. *The Dictionary of Russian Synonyms: Manual*. M.: Rus.Yazyk, 2001. 568 p.
18. Fatkhutdinova, V.G. Word-formation family in derivation-semantic Space of differently structured Languages. *Journal of Language and Literature*. Vol.6. No 3. Iss.1, August, 2015, pp: 76-80.

## Peculiarities of detective fiction in Korean literature

Julia J. Valieva, Leyla A. Gaynullina, Alina I. Khuzina  
Kazan Federal University

### Abstract

The history of the detective genre begins long before the first stories of Edgar Allan Poe, published in the 40-ies of the XIX century. Elements of the detective can be found in the monuments of ancient and medieval literature of both western and eastern countries. However, it was in the works of Poe that this genre received its final theoretical and practical justification. Despite the fact that the origins of the genre in the Far Eastern countries are in the works of the X-XIII centuries, the detective traditions of the Far Eastern countries began to develop under the influence of Western literature, in particular, translations. The first detective of Korea was published in 1908, while the formed literary tradition was announced in 1939 with the advent of the novel "Demon" (마인) Kim Ne Sona (김내성). However, in connection with the current political situation, detective literature began to develop only after the end of the Korean War, in the 50's. Detective literature of the Far East opens the world to readers, which few in the West know. However, it is worth noting that, unlike Western countries, studies of the detective literature of the Far Eastern countries are not so common. This particularly applies to the literature of Korea, which so far remains "in the shadow" of more developed literary traditions of neighboring countries (China and Japan) and has not been fully studied for a number of reasons.

**Keywords:** Literature, detective fiction, modern Korean literature

### Introduction

Detective literature of Korea, which began to form as a separate genre in the 20's of the XX century in the work of Li He Jo (이해조), largely based on the literary tradition of neighboring countries (China and Japan), the aesthetics of the genre of which almost fully developed by the time of its appearance in Korea. Undoubtedly, the influence of Chinese and Japanese detectives was significant, but at the same time in the Korean detective literature there are features specific only for this country.

### Methods

When writing this work, the authors used the following research methods: descriptive, comparative-historical and comparative-comparative. The use of these methods helped to characterize the studied literary genre, as well as to identify subgenres and to consider its features.

### Results

There is a phrase "Chhurusosol" (Kor. 추리소설) or its synonymous "Thamjonsosol" (Kor. 탐정소설) in the Korean language to denote a detective as a genre. As in the literary traditions of other countries, Korean detectives have subgenre diversity. Highlight the main sub-genres [1]:

- Crime novel (Kor. 범죄소설) - a classic sub-genre, focusing on the crime itself, its motives, disclosure and identity of criminals. For example, Kim Ne Sona's novel "The Demon" (1939), Kim Cha E (김차에) "The Purpose of Parting" (이별의목적, 2006) and others.
- Spy Detective (Kor. 정탐소설) - an action story, often told on behalf of a spy working for the special services. For example, the works of Kim Don In "Beyond the horizon" (수평선너머로, 1934), Kim Ne Sona "Typhoon" (태풍, 1958) and others.

- Historical detective story (역사추리소설), which tells about a crime in the context of historical events. This sub-genre includes novels by Kim Yong Ha "The Black Flower" (2004), O Se Yona (오세영) "The Far Journey" (원행, 2006) and other works.
- Detective thriller (스릴러소설) pays special attention to the psychology of the characters and their unstable emotional state. For example, Kim JinMyung's novel (김진명) "The Millennial taboo" (천년의금서, 2009).
- Adventure detective (모험소설), featuring a sharp division of characters into heroes and villains and an adventurous storyline. In Korea, this subgenre was related to the literature for children [2]. For example, the novels of Pak Tae Won (박태원) "The Scandal" (Kor. 말썽꾼, 1935) and the writer Li Hn Suk (이은숙) "The Shadow of the Statues" (쉐도우 - 스타테이라의검, 2008).

Turning again to the history of the development of detectives in Korea, we will denote that the genre that appeared in the 1920s of the XX century was finally formed only in the 50-60-ies of the XX century thanks to the work of such writers as Kim Nae Son, Chae Man Sik (채만식), and others. The basis of a new genre for Korean literature were the translations of foreign masterpieces, which it is more correct to call "adaptations". For example, one of the central figures in the development of detective Kim Nae Son adapted for the Korean readers the stories of Arthur Conan Doyle The Red-Headed League (1891) and The Motion Band of the Speckled Band (1892), naming their "Union of gray-haired" (백발연맹) and "Ribbon with a motley pattern" (얼룩무늬끈), respectively, published in 1930 in a collection of "Paxado" (백사도). In addition to Kim Ne Sung, Li Ha Yong (이하윤), Yang Jo Do (양주동), Kim Yu John (김유정), Kim Kwan Sob (김광섭), An Hwe Nam (안하운) made a significant contribution to the development of the detective genre in Korea, and others.

The situation changed after the liberation of Korea from the Japanese colonial regime, which for a long time significantly limited the development of Korean culture and art, and the final division of the country in 1953. In a book with the symbolic name "Dawn" (새벽), published in 1957, Kim Neh Dream writes that "탐정소설에는 인간성이 있기가 힘들기 때문에 버리버리소설소설의 굴레를 벗어 버리버리버리." (In detectives, it is difficult to find humanity, so I'm going to throw off the shackles of detective literature) [3], thereby opening the way for the next generation of writers. However, in the first years after important historical events, a significant place in the detective literature of Korea was occupied by translations. Pak Ying Gong (방인근) wrote about this in his study "Detective Theory" (탐정소설론), speaking about the potential of Korean writers and the prevailing literary conditions in which domestic works were forced to compete with foreign ones: «우리나라는 탐정소설을 쓰기에 가장 어려운 조건에 놓여 있다. 말하자면 서양의 유명 작품들과 경쟁해야 하는 데 다언제나 리얼리티의 문제가 장애가 되며, 다양하고 복잡하게 분화한 현대 추리소설 장르 속에서 새로운 형식과 스토리를 창안해 내야 하는 삼중고에 처해 있다는 것이다». (In our country, writing detective literature is in the most difficult conditions. The need to compete with known Western works, the threat of obstacles at any moment in the conditions of the prevailing reality and the difficulty in differentiating the variety of genres of modern detectives is a triple disaster for the emergence of new forms and plots). The "Dawn" of Kim Ne Sung can be called the first theoretical justification of the detective genre in Korea, also remembering the previously mentioned work of Pan InGyn "Detective Theory." Among the most recent publications, it is worth mentioning the study by Li San Wu (이상우) "Overcoming mysticism with Li San-U" (이상우와 함께 미스터리 완전 돌파), first published in 1991 and reprinted under the title "The formula for writing a good detective" (추리소설 잘 쓰는 공식) [1], and "Reading Kim Song John: A Study of Kim Song John's Detective Works" (김성중 읽기: 김성중 추리문학작가론) by writer PaekHuy (백휴) [4].

## Discussion

For a long time, serious criticism did not attach importance to detectives, while the accessibility and fame of such works raised doubts about their artistic value. The first theorist detective as a special genre was the English writer G.K. Chesterton, who spoke with the article "A Defence of Detective Stories" in 1902. After Chesterton's essay was published a lot of reflections on the subject, which belonged mainly to the practices of the detective genre. In Russia, the trend of theoretical understanding of detective literature appeared relatively recently. Among the authors that have approached this topic, we should allocate Y. K. Markulan [6] A. Z. Vulis [7] A. G. Adamov [8], G. A. Andzhaparidze [9], who reveals the history of the genre, and analyzes its morphology, explores the similarities in the works of different authors.

## Summary

Speaking about the features of Korean detectives, let's start with the fact that the hall mark of elegant literature in Korea since ancient times is the "inner sensation", the principle of "Khan" (한; 恨), consisting in the "description of infinite sorrow and suffering" [10] and assuming a truly tragic perception of life. This principle assumes "suffering", "longing", "feelings of absolute impotence", which, as noted by Korean researchers, today is characteristic of the work of Korean writers [11].

The word "Khan" is written by a hieroglyph consisting of two parts: "heart" (or "soul"; 心 Xin.) and "stop, end." In meaning and use, the hieroglyph really means "all the sorrow of the Korean people."

Formation of "Khan" contributed to a number of factors related not only to the perception of the world of Korean writers, but also with tradition and culture.

First and foremost, the Korean "high" literature (as far East as a whole) differed message test, that is, the writers describe the reality, just the facts, with no room of imagination (genres travel writing, travel journals).

At the same time, such a tradition significantly slowed the development of the story prose related to the "low" genres.

The principle of "Khan" was typical for the work of Korean writers, classics, describing the so-called "high" literature. Detective refers to the "low" genres, so it does not contain such a tragedy, which is inherent in the works of "high" literature. On the contrary, often in the works of the detective genre can be traced adventurous and even humorous character. However, Korean detectives, of course, absorbed the emotional background of "high" literature, that is, the principle of "Khan".

Feature detectives, perhaps, of all the far Eastern countries outside of the story, when the solution to the puzzle is at the very beginning of the work. Thus, almost immediately the reader learns the name of the offender, his past and motive for committing a crime. The so-called "inverted detective story" can be found in the works of Western writers.

The author who opened this kind of detective, is considered to be Richard Austin Freeman (R. Austin Freeman). In his essay *The Art of the Detective Story*, 1924, the English writer talks about the experimental nature of the collection of stories *The Singing Bone* and the structure of "innovation" [12]. "Detective in reverse" was a favorite form of creative tandem of French writers Pierre Boileau (Pierre Louis Boileau) and Tom Narsezhaka (Thomas Narcejac), and also met in the novel by American writer Donna Tartt (Donna Tartt) *The Secret History*, 1992, the famous book *The Silence of the Lambs*, 1988 by Thomas Harris and the works of other authors.

Unlike most Western detectives, in the far Eastern literature, an unexpected outcome of events is almost impossible. This technique is used to further the story to focus on the inner world of the characters, describing their experiences, emotions.

Despite the fact that the reception of "inverted detective" was borrowed by Korean writers from Western literature, it occupies an important place in the detective literature of Korea. Some influence on this

phenomenon is provided and described earlier, the principle of "Han", creating the need to emphasize the complexity of peace building of the main characters and moved the focus from narrative to descriptive. Another feature of Korean detectives, which came from the traditions of China is the author's retreat and extensive reasoning, sometimes with elements of philosophy. Attention to detail can be attributed to this paragraph. For example, the novel of Kim Ne Son "Demon" provides a detailed description of the Korean capital of the Colonial period of the city of Keijo (경성), the historical situation in it. All this enhances the credibility described in the works.

Professor, faculty of Humanities and social Sciences Korea advanced Institute of science and technology (한국과학기술원) Jon Bon Kwan (전봉관) in the article "Keigo and its culture in the novel "Demon" ("마인" 속 경성과 경성 adding) for the magazine "Fanatstique" (판타스틱), refers to the novel "Demon", saying that "탐정소설에서 미학적으로 중요한 것은 현실성 (reality) 이 아니라 필진성 (verisimilitude)".

(Aesthetically important for detective literature is not realism, but credibility) [15]. In support we also cite the words of the doctor of Philology V. I. Karasik: "In virtual reality we are not interested in factual accuracy, and conformity to our feelings, plausibility" [14]. Thus, the introduction of elements of reality, concreteness, authenticity into the narrative contributes to the emergence of readers' confidence in artistic fiction, which contains "a certain degree of implausibility" [15].

Another hallmark of Korean detectives is the size of the writings. If Western detectives gravitate to small prosaic genres, such as the story and novel, the Korean literature is characterized by a large volume of work (mostly novels) with a complex and developed plot, due to the above signs of Korean detectives, namely: the principle of "Khan", firstly, and associated with it the descriptive nature of the works, and, secondly, inversion of the plot of the works of the detective genre.

### Conclusions

Detective fiction in the far Eastern countries has developed mainly under the influence of the works of Western authors, borrowing the techniques, themes, images, but it always had its own distinctive features and characteristics. Korean detective, like any literary genre, has characteristic features. An important feature of detective works is in rigid limitation, as structure and meaning, which, undoubtedly, affects the works in this genre. However, modern Korean writers are increasingly pushing the "framework" of the classic detective, making significant changes.

### Acknowledgements

*The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.*

### References:

1. 이상우, 추리소설 잘 쓰는 공식, 117 쪽, 2014.
2. 정혜영, "소년 탐정소설의 두 가지 존재양상", 한국현대문학연구, №27, 63-87 쪽 (556), 2009.
3. 김창식, 대중 문학을 넘어서, 105 쪽 (339), 2000.
4. 김윤식, 이광수와 그의 시대, 120 쪽 (602), 1999.
5. 백휴, 김성중 읽기: 김성중 추리문학과 작가론, 276 쪽, 1999.
6. Y.A. Markulan, K. Zarubezhnyy, *Kinodetektiv*, 168 p., 1975.
7. A. Z. Vulis, "Poetikadetektiva", *Novyyimir*, № 1. p. 244-256, 1978.
8. A.G. Adamov, *Moy lyubimyyzhanr – detektiv: zapiskipisatelya*, 310 p., 1980.
9. G.A. Andzhaparidze, "Detektiv: zhestkost' kanona i vechnyanovizna[:poslesloviye]" *Sostavleniye*, p. 279-292, 1990.
10. G.N. Kim, *LiteraturasovremennoyYuzhnoyKorei* [Elektronnyyresurs]:

[https://www.academia.edu/3488272/\\_.\\_.\\_](https://www.academia.edu/3488272/_._._). – Checked: 7. 03. 2018).

11. A.F. Trotsevich, *Istoriyakoreyskoytraditsionnoyliteratury* , 324 p., 2004.
12. *Kakdelat' detektiv*/ Per. s angl., frants., nem., isp. Poslesl. G. Andzhaparidze.,p.35, 1990.
13. 전봉관, “‘마인’ 속 경성과 경성문화”, *판타스틱*, № 20, p. 211, 2009.
14. V.I. Karasik, *Yazykovyyeklyuchi*, P. 234 (520), 2007.
15. N.N. Panchenko, “Kontsept «pravdopodobiye» v khudozhestvennom i bytovomdiskursakh”, *VestnikVolgogradskogogosudarstvennogouniversiteta. Seriya 2: YAzykoznaniye*, №1 (9). p. 39, 2009.



## The Emigration Theme In Tatar Literature

Landysh R. Faezova<sup>1</sup>, Milyausha M. Khabutdinova<sup>1</sup>, Gulfia R. Gaynyllina<sup>1</sup>, Ainur Mashakova<sup>2</sup>

<sup>1</sup> Kazan Federal University

<sup>2</sup> M.O. Auezov Institute of Literature and Art, Almaty, Kazakhstan

### Abstract

The theme of Tatar Muslim emigration has become an object of study of Tatar scientists since the 1990s. A corpus of historical and sociological works on this topic has been gradually formed. Tatar writers first turned their attention to this topic in the first third of the twentieth century. However, until now Tatar literary criticism had no works on the systematic study of the literary interpretation of the topic of emigration in the Tatar literature. The aim of this article is to analyze the main stages of the formation and evolution of the image of Tatar Muslim emigration in the Tatar literature. Literary texts that belong to different historical and cultural periods of the 20th and 21st centuries have been analyzed as the examples accumulating the reception of time. The methodological basis of the research was the theoretical works on literary criticism and history. The system comparative analysis and the comparative-contrastive analysis allowed us to find iterative stories, motifs and images in the texts of different Tatar writers, which is indicative of the formation of certain tendencies in developing this theme in Tatar literature. In the course of the study we found that the topic of emigration in the Tatar literature was initially peripheral. In the first third of the twentieth century we can find a depiction of the characters who came off the beaten track of life under the weight of circumstances. The plots of literary works develop in a dramatic manner. Activation in the development of the topic is observed in the 1960s. The fate of emigrants is shown in historical context. The sympathetic depiction succeeds the diatribe position. The realistic tendency is intertwined with the romantic one. In the overwhelming majority of works in the millennial tradition, foreign landscapes are portrayed as a fatal place.

**Keywords:** Tatar literature, the theme of emigration, Tatar prose, national identity, national history.

### Introduction

In Kazan, it is planned a Museum of Tatar emigration to have been founded by 2020. It is believed that Tatar emigration as a phenomenon has a six-century history. The starting point for scientists was the emigration of one of the sons of Mamay in the 1390s to Lithuania, where he took the service with the Grand Duke Vytautas. If we turn directly to the history of the emigration of the Volga Tatars, individual cases of resettlement to Turkey are known, beginning with the eighteenth century, i.e. in the period of strengthening the policy of Christianization of non-Russian peoples of the Volga and Ural regions by forcible means. In the years 1892-1894 in connection with mass transmission of rumors about the expected baptism of Muslims about 400 families filed petitions for moving to Turkey from the Kazan province. Although in 1900 Nicholas I forbade the departure of the Turkic peoples abroad, however, the Mukhajirism continued in the beginning of the 20th century. In the early twentieth century the Tatars participated in the construction of the Chinese-Eastern Railway, therefore, this direction of the Turkic-Tatar emigration had a character of labor migration at the outset. After the revolution of 1917, we can already get at the phenomenon of political emigration of the Volga Tatars. During the Great Patriotic War the phenomenon of collaborationism was developed.

### Methods

The subjects for our study are the Tatar literary texts, which deal with the theme of the Tatar emigration, belonging to different historical and cultural periods of the 19th-21st centuries. In the course of

investigation the following methods were used: the dialectic principles of universal communication and development, the principle of ascent from the abstract to the concrete, the principle of unity of analysis and synthesis, subject and object, the principles and methods of historicism in the cognition of sociocultural phenomena, the system approach, the comparative method, the method of interpretation analysis.

### Results and discussion

The theoretical basis of our investigation was the works covering the problems of studying identity [1-2], the specificity of the national ideal [3-5]. Tatar scholars could mention the phenomenon of Tatar emigration only in the 1990s ([6-11]). Tatar literary scholars tried to pass this topic over in silence for a long time. Researchers often attach importance to emigration and associate a figure of emigrant with heroic and mythological images (Ovidius), romantic (Robinson Crusoe), etc. [12: 3]. Tatar literature in the development of the emigrant myth followed Russian literature. According to Yu.V. Matveeva, the emigrant theme in Soviet literature was one of the peripheral ones. Since 1917, two trends have been formed to develop the theme of the White Russian emigrant world: accusatory-official, where the path of the emigrant was assessed as a blind alley of life (A. Tolstoy) "A Manuscript Found Under the Bed", "Black Friday", "Ibicus", "Emigrants", V. Mayakovsky "Paris Letters") and a romantic one, where the emigrant myth turned into a symbol of possible freedom (M. Bulgakov "Running", "Zoya's Apartment"). In the mid-1980s the idealized image of emigration emerged in the public consciousness and became more and more consolidated, the constituent parts of which were patriotism, high sacrifice, an attitude to preserve language and culture" [13: 205-206].

We have managed to find a number of literary texts covering in one way or another the problem of emigration of the Tatars. The starting point for us was the famous poem by G. Tuqay «He уйдем» / "We Will not Go Away" (1907), in which the resettlement of the tribesmen to Turkey is denounced [14: 44]. M. Galyau in the dilogy «Муть» / "Darkness" (1931), «Мухаджеры» / "Mukhajirs" (1934), reflecting on the fate of the Tatar village of the end of the 19th century and the beginning of the 20th century, showed the whole tragedy of Mukhajirism as a phenomenon in the history of the Tatar people. "Mukhajirs" historically reliably recreates the scene of anxious expectation of the First General Population Census in 1897, uncovers the causes of the riots in the Tatar environment in detail, the motives for opposition to the authorities, as well as the reasons for the forced emigration of the Tatars to Turkey [15].

Tatar writers dared to speak on this topic only in the 1960s, since the theme of emigration was not popular in Soviet literature. Those who fled from the country were endowed with the brand of cowards and traitors. When "the iron curtain" disappeared in the late 1980s, the literary heritage of the Tatar emigrants began to return to their homeland during the years of perestroika and their works began to be interpreted [16-18]. It turned out that this branch of national literature preserved the adherence to the age-old literary tradition, from which Soviet Tatar writers were banned.

The Soviet Tatar writers began to mention the problem of emigration only in the years of thaw. A.M. Gilyazov in a number of his works protested against state policies that stimulated migration, the outflow of Tatars from places of compact residence [19: 5-154, 72-123, 382-451]. In 1990, he appealed to all "fugitives" for returning and saving their homeland from ruin and desolation [20: 402]. M. Yunus in the story "Our House was Under Willows ..." (1964) [21] began to speak on formation of a special type of consciousness among the emigrants, connected not only with the loss of "home", "native land", but also with the loss of personal biography.

A particular block is composed of works of literature, where the theme of Tatar collaborationism, legionaries ([22], [23-24]) is highlighted. In literary criticism, this topic began to be developed in jililology [25-26]. A.M. Gilyazov speaks with compassion of the tragic fate of Tatar prisoners of war and

legionnaires in their homeland in the novel "Wound" (1981, 1984) [22] and the novel "Let's Pray!" (1991-1993) [20]. Following him, Z. Hakim writes in "Legionnaire" that the emigration of prisoners of war was a forced measure [24]. Critical discourse is formed in relation to the state system, the representatives of which are characterized as traitors, and the emigrants, on the contrary, are declared to be victims of circumstances. The playwright I. Juzeev in the 1990s in the play «Мой белый калфак...» / "My White Calfack ..." [23] discovered a new facet in the theme of Tatar emigration. Like other Tatar writers, he authentically shows the reasons for this phenomenon. However, the leading topic for him is the problem of preserving the national identity of the Tatars at the end of the 20th century. Like A. Giljazov, I. Juzeev reflects in the play on the steady inclination of the Tatars for assimilation. The playwright acquaints the readers with the gallery of "servants of the nation" who have earned respect during their lifetime, who should help the Tatar people expand the spiritual horizon and overcome the crisis: writers Gabdulla Tukay, Gajaz Ishaki, mullah Galimzjan Habib, and businessman Zajni Akchura.

T. Ajdi in the story "Without Homeland" depicts the path of Tatar emigrant Hanafi as a dead end in terms of accusatory tradition. The sufferings of the character, his nostalgia for his homeland are psychologically truthfully conveyed [27:15]. Developing the theme of emigration, the writer adheres to a realistic tendency, clearly identifies the key problems and the consequences of such step in a person's life. The short story by T. Ajdi echoes the novel by M. Junus "Our house was Under the Willows" [21].

The playwright S. Gaffarova in the play «Пришлый» / "Alien" (2017) demonstrates a new perspective in developing the topic of emigration [Gaffarova, 2017]. Portraying an idealized image of emigrant Nakip Auhadiev, the writer relies on heroism, sacrifice, patriotism, hard work, patience, love of life, cordiality. If the Tatar writers unequivocally treated an alien country as a wicked place (compare chronotopes Germany, Suslonger, Yaroslavl in the story "Wound" by A. M. Giljazov), then in S. Gaffarova's story America becomes to be homeland for emigrants, where they manage to have happy life, to carve out a career for themselves (Scot Samujel), Tatar Nakip) [28].

Tatar writer F. Bajramova has made her significant contribution to the development of this topic. In the historical novel "Исход" / "Way Out" (2017) [29], it is already stated in the title: it is a work that depicts the fate of the Muhajirs-Siberian Tatars who moved to Turkey in 1907 on the initiative of the Tatar public figure and theologian Gabderrashid Ibragim (1857-1944). The novel, from the point of view of I.B. Kukulin's theory, can be called "a reflection of the collective trauma caused by the previous colonization" [30: 150]. In the novel by F. Bajramova, several strands of the plot are closely intertwined (the story of the Shikhovs, the activities of Tatar theologian, public figure, politician, publicist, traveler Gabderrashid Ibragim (1857-1944)) This gives an opportunity for the writer to try to understand *the problem of the role of an individual in history*. The reason for pushing the Siberian Tatars to go to a foreign land is formulated in the novel very clearly - the threat of coercive Christianization.

### Summary

Tatar literature of the 20th-21st centuries has a corpus of literary texts, where the theme of Tatar emigration finds its interpretation. In the course of the analysis, we were able to identify key tendencies in its development. For almost a century of its existence, this image in the cultural consciousness of the Tatar people has been evolved many times and in different ways, each time demonstrating the complex dynamics of philosophical, social and political priorities of Russian society. Initially, the emigrant theme in Tatar literature was one of the peripheral topics. By the 1930s the main rhetorical figure of the time in relation to the emigrant world had become a figure of preterition. Tatar writers, if they turned to this topic, depicted the images of people who had been kicked out of their fortunes to the edge of life. They were the objects of pity and sympathy of the readers. G. Tukay and M. Galyau adhere to the exposing approach in developing the topic. This approach was brought to life not by state ideology (as in the case

of Russian literature (M.Bulgakov, V. Mayakovskiy, A.Tolstoy), but rather by national ethical values (the national myth about the navel string).

The works of Tatar emigrants in the first half of the 20th century demonstrates their commitment, in contrast to the Tatar Soviet writers, to a thousand-year literary tradition. The leading tonality of their works is homesickness and hope for their return. The chronotopos of homeland preserves the former pre-revolutionary outlines and is not reduced, as in the Soviet Tatar literature to the scale of "birthplace". Tatar emigrants dream of the restitution to Kazan a status of the Tatar capital and the former unity of the Turkic peoples, the heirs to the Golden Horde. If the Tatar Soviet literature shows the Russian people as a fraternal people, then the literature of emigrants – explicitly as colonialists people. Tatar emigre writers in their works pay much attention to the formation of national consciousness among their readers, that is why they often turn to the heroic pages of national history, the pantheon of national heroes, use the potential of national folklore and modern literature to be formed at the peak of the national identity of the Tatars.

Soviet Tatar writers again resort to the theme of emigration only in the years of thaw. We observe a transition from a denunciatory position to a sympathetic one. AA.Giljazov, M.Junys, T.Ajdi, I.Juziev, F.Bajramova realistically truly describe the reasons that prompted the Tatars to leave their homeland. Their works reflect the perspectives in covering this topic, such as political emigration, mukhajirism, collaborationism. Tatar writers using the examples of certain fates and fortunes show the ambivalence of the problem of emigration. The realistic tendency is intertwined with the romantic one. In the vast majority of works within the boundaries of the millennial tradition, foreign landscapes are depicted as a fatal place. Tatar writers try to convince the readers that some day or other each of us is destined to hear the voice of blood and feel the ties of blood with our native land. "The green cradle" of Motherland needs careful, caring hands that will propagate it. In 2017 a number of works appear (F. Bajramova «Исход» / "The Way Out", S. Gaffarova «Пришлый» / "Alien"), where in the context of tradition one observes a glorifying of a new homeland. The Tatar emigres from the losers heroes in these works turn into successful people who managed to self-actualize in a foreign country. It remains to be seen how viable this concept, brought forth under the influence of multiculturalism.

### Conclusions

The theme of the Tatar emigration in Tatar literature has a century-long history. It is closely intertwined with the theme of homeland. In portraying the characters who are forced to live in a foreign country, Tatar writers take compassion upon them. In most works, the undoubted value of the native land in the life of a person and the need to return to their homeland strengthens. The folklore traditions are very strong in development of the theme.

### Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

### References:

1. V.R. Amineva, "«Universal» and «Unique» as the Categories of Comparative Literature", *Middle-East Journal of Scientific Research*, vol 20 (12), pp. 2094-2098, 2014.
2. Regina R. Kamaliev, Marsel I. Ibragimov, Alfiya F. Galimullina, Evgeny V. Nickolsky "The Image of the Garden in the Creativity of Ravil Bukharaev and Lydia Grigorieva in the Context of Dialogue of Cultures", *Tarih kultur ve sanat arastirmalari dergisi-journal of history culture and art research*. vol. 6, №.4, pp. 1063-1070, 2017.



3. Venera R. Amineva "Symbolization as a way of art completion in the story by A. Eniki «Unvoiced testament»", *XLinguae European Scientific Language Journal*, vol. 10. , № 1, pp. 12-24, 2017.
4. L.I. Mingazova, F.G. Galimullin, A.F. Galimullina Folk Heroes in the Poetry of the People of the Volga and Ural Regions, *Journal of Language and Literature*, № 5 (4), pp. 252-255, 2014.
5. A. Safarova, F.G. Galimullin, A. F. Galimullina The Modern Tatar Literature in the context of the Cultures of Peoples of Russia, *Journal of Language and Literature*, vol. 7, №3, pp. 240-243, 2016.
6. I. A. Giljazov, Die Islampolitik von Staat und Kirche im Wolga-Ural-Gebiet und der Batirsah-Aufstand von 1775, in: *Muslim Culture in Russia and Central Asia from the 18th to the 20th Century* / Hrsg. Michael Kemper, Anke von Kügelgen, Dmitry Yermakov (=Islamkundliche Untersuchungen, Bd. 200), Berlin: Schwarz Verlag, S. 69-89, 1996.
7. I. A. Giljazov, Die Wolga-Tataren und Deutschland im ersten Drittel des 20. Jahrhunderts, in: *Muslim Culture in Russia and Central Asia from the 18th to the Early 20th Centuries*, vol. 2: Inter-Regional and Inter-Ethnic Relations / Hrsg. Anke von Kügelgen, Michael Kemper, Allen J. Frank (=Islamkundliche Untersuchungen, Bd. 216), Berlin: Schwarz Verlag, S. 335-353, 1998.
8. I. A. Giljazov, Die Muslime Rußlands in Deutschland während der Weltkriege als Subjekte und Objekte der Großmachtpolitik, in: *Fremdeinsätze: Afrikaner und Asiaten in europäischen Kriegen; 1914-1945* / Zentrum Moderner Orient, Geisteswissenschaftliche Zentren Berlin e. V. Hrsg. Gerhard Höpp und Brigitte Reinwald, Berlin: Das Arabische Buch, s.143-148, 2000.
9. Adutov R. M. Tatar and Bashkir Emigrants in Japan. Япониядәге кардәшләребез. Naberezhnye Chelny: NSPI, 2008. 196 p.
10. Gainetdinov R. B. "Turko-Tatar Political Emigration: the Beginning of the 20th century – the Years 30s: Historical Essay" (1997). Naberezhnye Chelny: Kamskiy Publishing House, 1997. 159 p.
11. Usmanova L. The Turk-Tatar Diaspora in Northeast Asia: Transformation of Consciousness; A Historical and Sociological Account Between 1898 and the 1950s , Tokyo: Rakudasha, 367 p., 2007
12. Israel Nico, Outlandish: Writing between Exile and Diaspora, Stanford: Stanford University Press, 252 p., 2000.
13. Matveeva Y.V. The Image of White Russian Emigration in Soviet Literary Space // *Political Linguistics*. 2001. Issue 2(36). Ekaterinburg, P. 203-206.
14. Tukay G. The Selected: Verses and Poems. Kazan: Tatar Book House, 2006. 192 p.
15. Galyau M. Муть. Мухаджир / Darkness. Mukhadjirs. Kazan: Tatar Book House, 1982. 460 p.
16. Minnegulov Kh. Y. The Literary Works by Gayaz Iskhaki in Emigration. Kazan: Tatar Book House, 2004. 384 p.
17. Чит илләрдә татар әдәбияты / Х. Миңнегулов. Казан: Мәгариф, 2007. 399 б.
18. Mansurov I.S. Милли юлда: Мөһажирлектә татар әдәби хәрәкәте 1917-1954 еллар. Стәрлетамак: БДУ-ның Стәрлетамак фил., 2013. 221 p.
19. Гыйләҗев А. Сайланма әсәрләр , 4 т. – т.1. – Казан: Тат.кит.нәшр., 1994. – 574 б.
20. Гыйләҗев А.М. Йәгез, бер дога! – Казан: Татар.кит.нәшр., 1997. – 448 с.
21. Юныс М. "Безнең өй өнкәләр астында иде..." // Юныс М. Әсәрләр. – Казан: Мәгариф, 2005. – Б.18-26.
22. Гыйләҗев А. Яра. – Казан: Татар. кит. нәшр., 1991. – 415 б.
23. Yuzeev I. Сайланма әсәрләр . 5 volumes. – V. 5 – 2002. – 414 p.
24. Хәким З. Легионер // Яңа татар пьесасы. Альманах. Бишенче кисәк.– Казан: Идел-пресс, 2007.– 175-276 б.
25. Mustafin R. A. In the Wake of Hero Poet – М.: Дет. лит., 1971.– 271 p.
26. Mustafin R. A. In the Wake of an Unfinished Song. – М.: Izvestiya, 1974. – 510 p.
27. Aidi T. Without a Country // *Modern Tatar Prose*. – Kazan: Tatar Book House, 2007. – P.5-16.



28. Gaffarova S. Килмешәк. Manuscript. 48 p. (Personal Files of M.M. Khabutdinova)
29. Байрамова Ф. Ыжрәт. – Казан: “Аяз” нәшр., 2017. – 480 б.
30. In that place, inside: Practices of Internal Colonization in the Cultural History of Russia: The Collected Articles / Edited by A. Etkind, D. Uffelman, I. Kukulin. M.: New Literary Review, 2012. 960 p.

## The Lexicon Of Tatar Language: Names Of Food For The Future And Utensils For Storage

Gulgena N. Khusnullina, Raushaniya S. Nurmukhametova, Radif R. Zamaletdinov, Madina R. Sattarova  
Kazan Federal University

### Abstract

In recent time, in linguistics became visible a transit to anthropological paradigm of language learning, where language is considered not as a static system but as a mean of communication, reflection of the world, integral component and carrier of ethnic group culture.

Culture, with taking into account if variety of human activity, is classified into material and spiritual. Objects created by human and materially existing in space in certain time periods are related to material culture. Material culture is the most important component of human society culture in general. It emerged at earliest stages of anthropogenesis, when the need to satisfaction of vitally important needs in food, habitat, instruments of labor emerged; it was developing sequentially and gradually. In sources of a culture themselves, major elements were also presented by various utensils and dishes. In household items, elements of various folk traditions and customs the national uniqueness, national dignity, ethnic identity is reflected.

This article is dedicated to consideration of names of food for future and utensils for storage in Tatar language. As a source, ethnographic, dialectological data and materials of Tatar dictionaries are involved. In authors' opinion, stocking of various products for future was not too widespread in traditional Tatar cuisine. In current epoch, when cuisines of various nations become more and more international, these dishes promote preservation of Tatars' national individuality, to some degree.

**Keywords:** Tatar language, traditional culture of Tatars, names of food, utensils, food for future, stocking.

### Introduction

Each nation has its historically formed traditional cuisine. It had direct connection with pattern of life, forms of national economy, customs, traditions, religious confession; it also depends on geographic and climatic conditions of people living. One of the main conditions of a trouble-free human life in extreme conditions is quality feeding compensating negative impact of climate on organism.

Food is a main condition of life activity of all living creatures. As I.P. Pavlov noted, food embodies life process in all its amount and represents that most ancient connection that joins all living things, including human, with surrounding nature [1].

Feeding is important for every human being - young, old, ill and practically healthy. The way a human feels himself, how he works depend on food; even ability to creative work, e.g. his spiritual world depends on it. People noticed this connection as long ago as in ancient times. This is namely why they give so much time to feeding and food obtaining and made all efforts to make it adequate and various.

Today we all are witnessing how food and feeding habits of people are changing. Due to development of mass catering, people are not eating only traditional and home-made dishes now; emergence of various technologies allowing to prolong term of production use (conservation in industrial amounts, different conserving agents, freezing etc.) led to development of consumption of not too healthy and useful food.

This problem stimulated us to look into history and modern condition of traditional dishes of Tatar cuisine and food prepared for future in particular. Food for future and its names had never been a subject to separate scientific study in works of Tatar ethnographers and scholars of language, however, they are

mentioned often enough. Actuality of the theme is substantiated by thorough attention to ethnic peculiarities and strive to preserve and restore traditional dishes in recent years. Study was conducted on linguistic materials and sources; ethnographic, dialectological data were also used [2-5].

Goal of this article is the description of some peculiarities of Tatars feeding by lexical data, Names of food for future and storage utensils served as material for analysis.

To major factors determining the nature of traditional cuisine belong nation's way of life, main types of economy, religion, natural resources, climate, geography of the country, neighbor nations etc. [6]. People were especially dependent on natural, climate conditions. That is why products available in places of people's habitat and in a certain period of natural cycle are dominating in ration of people's feeding.

Tatars mostly live in conditions with adequate number of both cold and hot days. In recent past this determined peculiarities of food behavior of nation: in summer and spring they consumed plant food and in cold seasons - products of animal origin.

But human organism is arranged in such manner that in winter it also wants some vegetables and fruit, and meat dishes in summer. So, people learned how to stock such products in order to have tasteful meals in wrong season.

### Methods

This work uses the following methods of linguistic analysis: generalization and systematization, analytical method, descriptive and other.

Opinions of various researchers and language materials were studied by method of generalization and systematization. Analytical methods were used at analysis of scientific and scientific-methodical literature on study theme. Descriptive methods is a system of research practices applied for characterization of language phenomena at given stage of its development.

In course of selection and study of lexemes, elements of semantic and component analysis were used. Comparative methods established general and specific features of selected unit translation.

### Results And Discussion

Stocking food for future is characteristic for people. They learned this skill in ancient times, so various methods - salting, pickling, curing, smoking, freezing etc - are maintained still. In order to store products, Tatars used some of them, they have been conveyed from generation to generation and were preserved till our days.

It is necessary to note that preparation of food for future was not so popular among Tatars as in other nations. In spite of this, some units that may be pretty much related to vocabulary of "food stocks" were detected in lexicographic sources of Tatar language.

Plant food was always in Tatars' ration; it is presented mostly by cereal dishes, dishes with potatoes, pumpkins, onions. Other vegetables were used less frequently. The simplest method of these products stocking was and is *storage*. Cold cellar was a place for vegetables storage for a long time; here there were kept almost till the next harvest. At the end of winter, snow was placed in special cold cellar - *кар базы* (literally: snow cold cellar) emerged, a "refrigerator" of a sort; it was convenient for storage of milk products in summer, as well as various salted foods.

Corns were dried and kept in special boxes (*өсәк, crib*) or in bags in separate facility (*келәт* –pantry). Well-prepared corns were suitable for food for a rather long time, even years. By means of manual peeling mill (*ярма яргыч*) various cereals were made from them; these were used at cooking of porridge (*ботка*), as fillers for various bakery (for instance, *кыстыбый* –version of pie with open non-crimped edges, filled by a thin layer of porridge or mashed potato), as soup flavor (for example, *тары өйрәсе* – soup with millet porridge). For storage of ready cereals and flour, wooden casks of various size were

made (*кисмәк/тәпән/чапчак* –capacious wooden vessel of cylindric form made of boards fixed by bounds), buckets (*чиләк*) [7].

Later vegetables were also conserved. Melons, water melons were salted, cabbage was pickled. Nevertheless, all this was an adoption from neighbor nations (Finno-Ugrian, Russian) who lived near, and stocking of vegetables for future was conducted in small amounts, not in every house, and was more characteristic for the end of XIX - the beginning of XX century already. For these purposes various glass vessels (*шешә, банка*) and wooden casks and barrels (*кисмәк, чапчак*) were used [7].

Other products spoil quickly, for their preparation for future more radical measures are needed. Take, for example, berries, various plants etc, Tatars especially valued and collected in large amounts the following forest and field berries: *кура жыләге* (raspberry), *жир жыләге* (strawberry), *каен жыләге* (wild strawberry), *бөрлегән* (cranberry), *балан* (raisins), *гөлжимеш* (hedge rose) etc. When sugar was unavailable, they were **dried** (*кипкән жыләк*). Moreover, “a kind of pastille was made of berries. It was an old-time method of berries (and, therefore, vitamins) storage. Pastille was prepared in large amounts” [8]. All sour and sweet kinds of berries were used for pastille preparation: *миләш кагы* –rowanberry pastille, *балан кагы* –raisin pastille, *алма кагы* –apple pastille, *карлыган кагы* –currant pastille etc. The word **как** by its roots ascends to the word *как* (dry, dried), that possibly had a correllant verb, because in some Turcik languages verbs with this root are preserved [9]. *Как* was used in winter as medicine, for pie filling and as simple addition to tea (*каклы чәй* –tea with pastille). By the way, imported types of pastille were also popular among Tatars, for example, *әлү кагы* –cherry plum pastille [10]. In the past, famous *чакчак* was called *как-төш*, e.g., dough balls with pastille; this was a special threat during the wedding, at its serving pastille was put over it - therefore the etymology of this name is explained.

Wild plants were also dried: *мәтрүшкә* (majoram), *сары мәтрүшкә* (goatweed), *бөтнөк* (mint), *чабыр* (thyme); they were used for medicine drinks, infusions, compotes or tea. Famous Tatar tea is nothing else than *мәтрүшкәле чәй* (majoram tea). In the past, due to absence of real tea, various surrogates made of raisins, currant and cherry leaves were used for brew. As real tea was hardly available for common folk, in the times past, tea was brewed not only from dried plants and leaves but also of dried fruits of hedge rose (*гөлжимеш чәе*), dried carrot (*кишер чәе*), beet-root (*чөггендер чәе*) etc. “Home-made tea was nearly similar to the black one and by degree of usefulness and taste it obviously exceeded the latter” [8].

Dried wild caraway seed (*киптерелгән әнис*) was used for spicing national dishes (for example, *әнисле бәрәңге бөккәне* –potato pie with caraway seed), later its use for vegetable salting started. Dried herbs, berries and vegetables were kept in clean, dry and cool place (*келәт* –pantry, *чардак* –attic) in small canvas bags (*киндер капчык* –canvas bag), and later - in glass or tin jars with close fitting lids.

Previously, meat was consumed in daily feeding of Tatars to a lesser degree than other products. “In the second half of XIX - at the beginning of XX century, due to poverty of major peasant masses, products of live stock breeding constituted insignificant part of ration in their feeding. Meat products were mostly used for improvement of liquid dishes taste” [11].

Tatars used several methods of meat preparation for long-term storage at any time of year. Among them, the most popular were **salting** (*тозлаган / тозлы ит*) and **curing** (*какланган ит*) [8]. In cold season meet was stored in frozen condition. And for salting, “a carcass of bovine cattle, horse or sheep was carved into pieces weighting 1-2 kg, generously and thoroughly salted each piece and placed in casks (*чапчак*), later placed in cellar of pantry” [11]. In summer, salted meat was used for soup cooking, rarely - for bakery. For these purposes, a needed amount of salted meat was kept in water, water was changes several times within day; thus, excessive salt was disposed. Later, at cooking, salt was not added.

Tatars enjoyed meat of water birds (goose, duck) very much. Carcasses of these birds were salted whole and kept in attics. Thus, a well-known Tatar delicacy –*каклаган каз* or *каклаган үрдәк* (cured goose / cured duck) was prepared. *Каклаган* is a derivative from word “как”, about which was spoken above.

*Каклаган каз* was usually served for holiday table, it was an expensive gift for any occasion. This tradition is preserved till our time

An echo of meat stocking by **drying** (*кунтерү*) is *казы / казылык* (freshly cured sausage made of horse meat). It was prepared in the following way. "Thoroughly scrubbed and washed horse fatend, with one of its ends tied preliminary, was tightly stuffed by thin slices of salted fat meat taken from abdomen; at filling a special attention was paid, so no air would stay in intestine. For this purpose, during filling, the intestine was punctured in several places by bodkin, in order to remove trapped air. After intestine filling, its other end was tied. Several tenth of sausages filled in this way, were hanged in attic for drying during winter and spring "[11]. In summer, meat prepared in this way was used for soup cooking and taken for the journey. Now this dish is also a national delicacy.

**Frying** was also used as a method to prepare meat for storage. For instance, a famous Tatar *кыздырма* (fried meat, mostly ham, horse meat, rarely sheep meat and goose meat) was prepared in the following way: boneless meat was cut into rather small pieces; after adding of salt, pepper and other spices it was kept in cold for some time. After that meat pieces were fried in a small amount of fat, placed in dish-ware (later in jars) that was then filled with melted suet and stored in cold (*кап базы*). Such meat was usually prepared for future; it was eaten in cold condition. This was a peculiar Tatar method of conservation.

Animal lard was rendered down, obtained oil *туң май* (rendered suet) [10] was used for frying potatoes, flour dishes (*чакчак, баурсак, кош теле*), and remains –*куырмач* or *сызык* (crisps) [10] were stored for a long time and were also suitable as food: they were used for various pies, fired with potatoes, added to summer soups etc.

Differently from many Turkic nations, stocking of milk dishes was not particularly practiced by Tatars, at least, these practices did not survive till our days. In dictionaries can be found *сары май* (melted butter), *корт* (soured milk or curd dried in pieces), *бал-май* (honey and butter) [10]. *Корт* is obtained by vaporization of *катык* (national Tatar sour-milk product) till complete drying of liquid; it is well-stored without refrigerator. It is eaten as separate dish, served with butter or honey for tea, used at baking of *губадия* (national round pie with filling by layers of rice, curd, raisins, boiled eggs), pies.

*Бал-май* was used as ritual dish in recent past: a wedding feast started from bringing out of honey and butter. Guests helped themselves and put money for conveying to young couple into dishes. Bride was offered to eat a bread heel smeared with butter and honey, so she would be yielding and good-tempered in her husband's home, and her life would be soft as butter and sweet as honey. Now, by Tatar rules, at bridegroom's home the bride is met with *бал-май* for sake of good-natured relations with good-mother and bridegroom's family. In customs of birth giving there is a ritual called *авызландыру* (treat): the newborn was given a mixture of chewed bread with honey and butter to suck or his mouth was simply smeared with these ingredients.

Melter butter (*сары май*) also stayed fresh for a long time, addition of honey to butter (*бал-май*) was also a method to prolong the term of its storage. "Salted butter (*тозлы май*) was prepared for autumn and winter "[8].

Tatars always had a fresh bakery, right from the oven, However, among flour dishes of Tatars there are dishes that were prepared for stocking. For example, Tatars used to bake *икмәк/упи* (bread) for future, e.g. not every day but usually 2-3 times per week. *Баурсак* (national dish - edible flour dish in form of balls fried in oil) was even taken for journey, for hunting and in travels. Bread pieces were specially dried. Just in case, sometimes fried in oil and thus a crispy treats were obtained, called *кәтермәч* (bread crumbs). Technology of preparation of *күзикмәк* (thin flat-cakes of non-fermented dough baked on frying pan) promoted their storage for some time. Storage term of Tatar tea dishes, when dough is fried in oil, also exceeds one day (now manufacturers give warranty of 10 days to 3 months): *чәкчәк* (holiday flour dish in form of balls of hazelnut size or noodles, fried in oil and splashed with boiled honey), *кош теле*



(diamond-shaped thin pieces of dough fried in oil), *чалпак* (thin flat-cake of sweet dough), *гөлбәнак* (confectionery in shape of flower) [10] etc.

### Summary

This, dependence of consumed food composition on season gave birth for various methods of non-season products storage. This was also promoted by multi-century experience of nation that had seen a lot of hunger, war, crises etc. within its history. That is why the issue of food was and always stays rather acute. In Russia in general and for Tatars in particular was characteristic to stock food; these stocks, to some degree, even defined material wealth of family.

Now situation changes, by comparison with the past, tradition of home-made food stocks underwent some changes but continues anyway. Types of food for future mentioned in this work and experience of their preparation is conveyed from generation to generation; recipes are treasures, because this namely is a treasure of the whole nation that differs it from other ethnic groups.

### Conclusions

We outline perspectives for further studies in this direction of Tatar linguistics. Need for creation of integral system of lexical-thematic groups "food", "utensils" of Tatar language will further require studying of lexical units of this theme on material of Tatar dialects. Dialect vocabulary is a valuable material for scientific studies, because here is represented both linguistic and culturological information.

### Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

### References:

1. Digestion physiology // Nobel lectures - 100 years: Physiology and medicine. Vol. 1 (1901-1909). M., 2006. [Electronic resource]. URL: <http://www.medpsy.ru/library/library140.php> (access date: March 21, 2018).
2. Gabdrakhmanova F.H., Sattarova M.R., Nurmukhametova R.S. Traditions and customs as means of formation of eating behavior of Tatar people // Journal of Language and Literature, 2016, Volume 7, Issue: 2, pp. 169-172.
3. Islamova E.A., Safonova S.S., Bolgarova R.M. Written Records of the Kazan Region of the XVI century: Historical, lexicological and lexicographical aspects // Journal of Language and Literature, 2014, Volume 5, Issue: 4, pp. 321-324.
4. Nurmukhametova R.S., Zamaletdinov R.R., Sattarova M.R. The vocabulary of Tatar literary language (the first half of the XX century) // Life Science Journal, 2014, Volume 11, Issue: 10, pp. 670-673.
5. Galiullina G.R., Yusupova A.Sh. European linguistic borrowings in the Tatar sprachraum (by written sources of the XIX –XX centuries) // Life Science Journal, 2014, Volume 11, Issue: 10, pp. 697-700.
6. Nurmukhametova R. S. Impact of External Environment on Formation and Functioning of Food Vocabulary of Tatar Language // Philology and Culture. Philology and culture. 2014. No. (38). P. 164-169.
7. Ethnic and Cultural Dictionary of the Tatar Language: Vocabulary of Material Culture (Food and Kitchenware Names). Kazan: Kazan University Press, 2015. 280 p.
8. Tatar Cuisine [Electronic resource]. URL: <http://lib.a-grande.ru/food.php> (access date: March 26, 2018).

9. Әхмәтъянов Р.Г. Татар теленең этимологик сүзлеге: Ике томда. I том (А-Л). Казан: Мәгариф-Вакыт, 2015. 543 б; II том (М-Я). Казан: Мәгариф-Вакыт, 2015. 567 б.
10. Tatar-Russian dictionary: In 2 volumes, Vol. 1 (А-Л). Kazan: Alma-Lit, 2007. 726 б; Vol. II (М-Я). Kazan: Alma-Lit, 2007. 726 б.
11. Mukhamedova R. G. Tatars-Mishari. М.: Science, 1972. <https://old-cookery.livejournal.com/389446.html> (access date: March 20, 2018).

## Perceptions' of Working Secondary School Teachers about Professional Knowledge and Its Practices

Nawab Gul 1, Rabia Tabassum 2, R.A. Farooq 3

1 PhD Scholar, Northern University Nowshera KPK

2 Head of Department of Education, Northern University Nowshera, KPK

3 Dean, FASS, Northern University Nowshera KPK

### Abstract

The study was aimed to investigate the teachers' professional knowledge and its practice at secondary level. Teachers' professional knowledge strengthens their knowledge and skills about their professions. The objectives of the study were to investigate the teachers about their professional knowledge and to know about the hurdle faced by the working teachers in acquiring the professional knowledge. Population of the study was comprised all the 18683 (SST) male teachers at secondary level of boys Government Secondary Schools in the province of Khyber Pakhtunkhwa. Samples of 600 teachers were randomly selected as respondent of the study. Questionnaire was used as research instrument for collection of data from the sample teachers. A non parametric test i.e. Chi-square was used to analyze the collected data. It was found that majority of the respondents were in favor of home assignment. Therefore, it is recommended that, the heads of schools must have a proper check in this regard. The study indicates the fact that the teachers can improve the student's results by the regular addition of additional material and suggesting additional study to students. Therefore, the teachers must be rich in additional knowledge and guide their students to study subject related books. The study results showed that, the troika of the teaching learning process is teachers, students and parents. Therefore, it is recommended that the heads should facilitate their interactions regarding the progress of the students.

**Keywords:** Teachers, Professional Knowledge, Practices

### Introduction

The word 'professionalism' has been derived from the word 'profession' means specific knowledge, special training and efforts in the field of an individual's choice in order to achieve his objectives with full subject command and content knowledge. In other words we can say that Professionalism is a distinguishing feature of an individual in any occupation. It enhances the skills, technique, methods and attitudes of individual about the particular profession. Professional development not only requires surface and content knowledge it also needed to gain practical skills. According to Buczynski and Hansen (2010) that successful teachers must bring into practice their professional experiences and knowledge. Professional development of teachers must be based on ground realities and practices. It also means some special attitude and skills in a field of knowledge and specialization. Fishman et al, (2003) said that professional developmental program will bring a positive change in the extrinsic behavior of the teachers and they will move towards a better and effective teaching model and practice. This is the application of knowledge of an individual. On the part of a teacher this is very much necessary as it sets a climate for proper teaching and learning. Goodson (1997) say that the basic function of such development is the improvement of teachers. He further states that such program must be research and practice based. Such program keeps the teachers aware of subject matter, teaching methodologies, instructional strategies, societal changes and above all the teaching practice and education.

As a professional, teacher must know the art of communication which is a vital aspect of teaching. Teacher is a professional who needs to know the art of communication. Everyone knows the significance

of communication and due to this it is considered a substantial element of both teaching and learning. Communication needs discussion which allows us to express ourselves and explore other. The main aim of classroom discussion in class is to increase the confidence level of learners to interact or express. He must possess the ability to facilitate learning. Teachers insure qualitative change and raise the standards of education that guarantee the welfare, progress and prosperity of a nation, stated in a research study conducted by the Government of Punjab (1998). To ensure the achievement of the above stated objectives, teachers are trained professionally and are made competent in teachers training institutions. Specifically, professional knowledge makes a teacher aware of his subject contents and the ways through which he transfers the teaching contents to his pupils. The process of education can be fruitful if all teachers possess professional knowledge and effectively practice it and fulfill their respective responsibilities in this regard. In Professional knowledge teachers know the subject matter and the method. The main aim of teachers is not only to teach but also to know how to teach and motivate students for learning. Wright (1987) says the basic function of teachers is motivating the students who need it and to train those learners which are already motivated to acquire knowledge. Rewards may motivate the students and to exhibit better behaviors. Sometimes, the teacher may have a guidance and counseling session with the students or may contact their parents. This is done for the sole purpose of guiding the students towards positive behaviors. Reward and punishment are the tools which are to be used by the teachers intelligently. Like all other activities education will be fruitful if teachers' concentrate on professional knowledge and its practice. Teachers have central position in the development of education. Therefore, professionally equipped teachers ensure best academic achievements for students. The teachers learn a number of teaching methods in teachers training institutions. According to Nadkarni (2003) a properly planned and organized method of instruction should be in the hand of a teacher while he or she teaches. Similarly, the cognitive ability of students is further boosted if the method of instruction is well planned and balanced.

Professional knowledge emphasizes the knowing of basic ideas, principles and structures of the subject or discipline being taught by teachers. Therefore teachers need training for getting professional knowledge. Generally, teachers training include three fields, subject knowledge, pedagogical study and teaching practice. Shulman (1986) said that, pedagogical content knowledge and curriculum studies are the two basic components of professional studies. Basic factors which effects teacher job performance are existing circumstances, context as well as beliefs, needs and experiences of a teachers. Defining knowledge that insures the mastery of teachers is almost impossible because of different needs and requirements that change with time and context as well as circumstances. According to Maijer, et al (1999) there are many parts of "professional knowledge". One is subject knowledge which is vital for effective teaching. According to Kennedy (1990) a teacher while teaching a subject must be able to question the subject, its connection with the social norms, its relations with social issues and its value in everyday life. A teacher should be equipped to know the art of transferring or conveying the knowledge he already possesses. Similarly he must know how to highlight if there is any misinterpretation by learner of the content Shulman (1987). Furthermore the effectiveness of a subject taught is immensely influenced by the teacher's opinion, his approach and conviction of the subject, Askew, et.al (1997). Secondly, knowledge of learners is the maximum information about learners that teacher possesses while teaching. The third most important principle of teacher's professional knowledge is teaching methodology. It is an essential qualification for a teacher to devise a clear and detailed description of the teaching methodology. Fourthly; the school curriculum is a tool that determines the choices of teaching methods of a teacher. Shulman (1986) states, that, teachers must possess maximum knowledge about the curriculum, textbooks, rules and laws of education system and role of state in the education. The fifth effective factor for affective teaching is general pedagogical knowledge. It deals the organization of classrooms, motivation

of students and relating learning (pedagogical theories). In another place Shulman (1986) states that "principles and strategic classroom management and organization that exceeds the knowledge of specific subjects". Ernest (1989) states that the pedagogical knowledge plays a central role in teaching method and approach. Similarly this knowledge is also essential in lesson planning.

Next there is the knowledge of context. A teacher is expected to examine the surrounding circumstances in which he teaches and takes actions or practices it. The contextual knowledge contains knowledge about students, their family background the whole indigenous community, system of education, organization and management of education, history and philosophy of education. A class consists of a number of students who belong to different social and economical backgrounds. Therefore, a teacher must know the attitude, behavior, choices, ambitions, or shortly the character of his/her learners. It will not only help him in handling the class but it will be a lot better for learners as they are treated according to the traits they have in their personalities says, Brookfield (2006). Then we have knowledge of self which is also important. It is attached to the professional development of teachers by reflection of learning through experiences of teaching in relation to this working environment Kagan (1992).

Generally education is the name of process in which an individual or community learns habits, attitudes, behavior, knowledge, and skills through teaching learning process, and training as well. The process of change through education usually occurs individually as well collectively. A teacher conveys and transfers knowledge to learners. Ahmad, (2001) is of the opinion that the advanced nations of the world have taken initiative and has thus shown outstanding achievements during the last couple of decades. This great achievement is, undoubtedly, due to their effective education system. It is proved that education decides the prosperity of a country. If a country wants to survive, she needs to have standard education system (Saeed, 2001). Iqbal (1996) says that teaching is the management and judgment of situations in which there are shortcomings on the part of the learner who tries to overcome the shortcomings which we call learning. Teaching is a procedure in which there is a friendly interaction between a teacher and the learner. Farooq (2001) says, learning takes place in different social settings. It can be home, school, college, university, and academy. In these settings, interactions take place. They may be between teachers and learners, learners and learners or learners and learning material. These interactions voice a numbers of problems which need to be addressed through relevant research. In the process, the teacher is the learned person who conveys knowledge to a person who does not possess the knowledge. To bring improvements in education, the status of the teaching profession needs to be reformed. This should be done in order to attract respectable and highly qualified individuals. Moreover, advance levels of professional trainings are highly inevitable if we want to bring positive changes in education.

Efficient teachers are always keen observers of their students and they know the potency and flaws of their students well. They know not only about their curricular but also about their co-curricular excellence and attachment. The teachers, who have contacts with the family members of the students, can control the students very easily and effectively. The effective teachers have full control on their subjects and they know their subjects very well. . Emmer (1987) says that actual teacher not only knows his subject but also knows about the actual classroom situation. He knows how to deal with the classroom situation and creates a positive environment for learning. According to Ellie et al., (2012), teaching approach of a teacher that is friendly and just positively affects the behavior and personality of learners. It boosts the confidence level of students to face any academic challenge. So, all the teachers must add a lot to the treasure of their knowledge.

There are certain requirements which have great impact on the development and professional growth of teachers. These requirements are practice, standards and methods of assessment. No one can claim to be a good teacher, because numerous changes are taking place both in teaching and learning that it is almost



impossible to keep one-self fully perfect and updated with the current trends and needs. Acquiring professional knowledge helps in the improvement of the teaching methodologies of all those subjects which are taught by teachers. This also helps in the understanding of students' psychology. The teachers get knowledge about the contents they teach to students. The teachers training program normally covers the contents, teaching methods and teaching practices. But in the area of pedagogy a lot is to be done yet.

### **Objectives of the Study**

The following were the major objectives of the study.

- 1 To investigate the teachers' professional knowledge and its practice at secondary level.
- 2 To find out what are the difficulties in the implementation of teachers' professional knowledge and its practice at secondary level.

### **Methods and Procedure**

This was a descriptive study and the aim of the study is to investigate the views of working teachers about the professional knowledge and its practice and to be aware of the worth of working teachers' Professional knowledge and its practice.

### **Population**

The population of the study comprised all the 18683 (SST) male working teachers at Secondary level of Government Schools for boys in Khyber Pakhtunkhwa.

### **Sampling**

According to the nature of the study, random sampling technique was used. Five districts out of 25 districts were selected through random sampling technique. From each district 12 Government Secondary Schools for boys were selected. In this way a sample of 600 working male secondary school teachers of Government schools from five Districts of Khyber Pakhtunkhwa were selected. The selected districts were D.I.Khan, Hripur, Mardan Nowshera and Swabi. A sample of 120 working teachers was drawn in such a way that ten teachers from every school of sampled district were selected for collection of data.

### **Delimitation of the Study**

This study was delimited only to boys Secondary Schools in the public sector of Khyber Pakhtunkhwa.

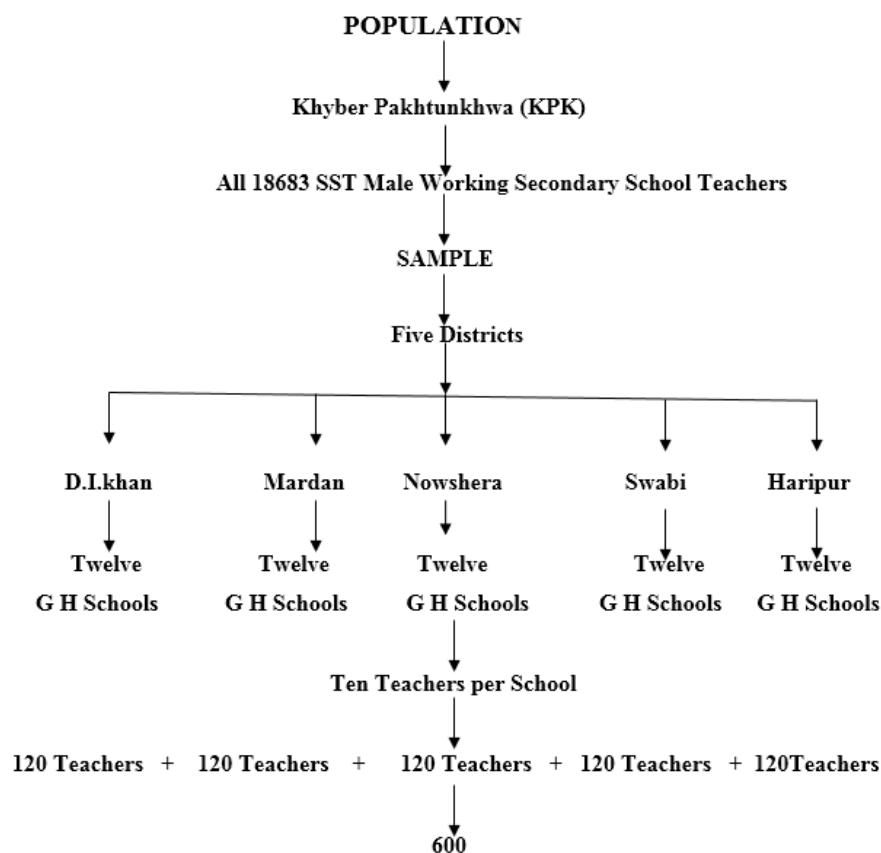


Figure No 1: Population and Sample of the Study

### Research Design and Instrumentations

The study was descriptive and quantitative in nature; therefore, survey design was applied in order to look at responses of participants, a questionnaire was used. Questionnaire was composed of getting information about working teachers having 22 items.

### Pilot Testing

Before administering of the questionnaire, it was pilot tested in order to find validity and reliability and to remove ambiguity of the items. Consequently, some items were found weak and were deleted. Some items were rephrased to make them more understandable. Then its final version for working teachers was prepared in the light of suggestions given by the experts. Apart from pilot testing, validity and reliability of the research instruments was checked. Validity of the instrument was checked by the opinions of the educational and subject specialists. To confirm the reliability, internal consistency of the questionnaire was confirmed and found reliable.

### Data Collection

Data was collected through personal visits of the author. Before distributing the questionnaire, proper permission was taken from the concerned Government Secondary Schools in the selected districts. While

in some districts data were collected with the co-operation of other teachers. The entire data was collected from the five districts.

### Data Analysis

The collected data were analyzed by chi-square. The statement was supported, when the calculated value was found greater than the table value ( $\chi^2 = 5.99$ ) at 0.05 level of the significance and not supported, when the calculated value was found less than the table value. Then it was interpreted and conclusions were drawn.

### Analysis And Results

#### Analysis of the Responses of the Respondents

Responses of the working teachers were analyzed through Chi-square test and results were interpreted and conclusions were drawn accordingly.

**Table 1: Teachers' knowledge of curriculum is necessary for effective teaching.**

Working Teachers Statement	Mostly	To some extent	not at all	$\chi^2$
1. Teachers' knowledge of curriculum.	493	99	8	664.56
2. Pedagogical knowledge helps in students' motivation.	431	157	12	452.76
3. knowledge is helpful For achieving tea goals and skills	392	192	16	353.92
4 Teachers' know teaching methods.	321	266	13 44	269.82
5 Teachers' knowledge helps in the use of reward.	253	303	11	188.76
6Teachers apply their professional knowledge.	320	269	14	274
7 Teachers know the psychology of students.	296	290	21	259.56
8 Teachers aware of the changes taking place	341	238	16	266
9 Teacher command on their subjects teach well.	462	122	17	442.92
10Teachers' self knowledge is helpful.	374	209	30	319.22
11 Encourage the students' for discussion.	289	281	44	216.9
12Teachers give and examine home assignment.	179	377	68	280.52
13Teachers arrange co-curricular activities.	147	385	47	272.28
14 Add new information to basic contents.	242	311	67	117.04
15 Use additional material during teaching.	186	347	142	197.46
16 Teachers suggest additional study to students.	159	299	60	74.22
17 Teachers involve their students in discussion.	192	348	38	207.84
18 Teachers know individual differences of students.	238	324	125	215.32
19 Teachers share students' problems with them.	192	383	73	62.68
20 Teachers' assign and assess homework.	198	329	80	168.84
21 Use different teaching methods.	243	277	55	110.88
22 Keep in mind students' educational needs.	242	303		166.98

Table value at 0.05

df=2

Table value=5.99

Table 1 shows that for all the statements the calculated values were found to be greater than table value ( $\chi^2 = 5.99$ ) at 0.05 level of significance, Hence all the statements were supported. They responded that teachers' knowledge of curriculum is necessary for effective teaching. They opted that teachers' Pedagogical knowledge helps in students' motivation. Respondents hold the view that the teachers'

Pedagogical skill and knowledge is necessary for achieving teaching goals. They responded that the teachers should apply their professional knowledge in teaching. Respondents hold the view that the teachers should know the students Psychology. The responded agreed that the teachers should be aware of the changes taking place in learning environment. Most of the respondents were agreed that teachers should use additional material during teaching and suggest additional study to students. The teachers agreed to the statement that, those teachers who have command on their subjects teach well. Respondents hold the view that the teachers' self knowledge is helpful in teaching. Teachers agreed to the statement that, they should involve their students in discussion and should be aware of students' individual differences. Respondents hold the view that the teachers should give and examine home assignment and arrange co-curricular activities. They responded that they should discuss and share class room problems with students. They responded that it should be helpful in providing timely feedback for the teachers to contact parents regarding the progress of students.

### Findings and Conclusions

Findings of the working teachers revealed that the teachers apply their professional knowledge in teaching therefore; the teachers must be professionally qualified to apply professional knowledge. The present study shows that teachers' knowledge of curriculum is necessary for effective teaching therefore, the teachers must be professionally qualified to apply curriculum and school textbooks during teaching. Teachers' Pedagogical knowledge helps in students' motivation therefore the teachers must be professionally qualified to apply professional knowledge. The present study shows that teachers' Pedagogical skills and knowledge is necessary for achieving teaching goals therefore the teachers must be professionally qualified to solve students' problems and achieving teaching goals. The study identified that the teachers know different teaching methods and the use of reward due to pedagogical knowledge therefore the teachers must be professionally qualified to know about different teaching methods and the use of rewards. The study identified that the teachers should know the psychology of students and aware of the changes taking place in learning environment therefore; the teachers must be professionally qualified to aware from the psychology of students. The study identified that respondents were of the view that teachers' possessing self knowledge and command on their subjects can apply the professional knowledge easily. The present study shows that by the application of professional knowledge, teachers encourage the students' for discussion and to adopt new and innovative teaching methods. The present study revealed that teachers give and examine home assignment, arrange co-curricular activities, add new information to basic contents, use additional material during teaching and suggest additional study to students. It showed the application of curriculum and professional knowledge and its practice during teaching. The present study shows that teachers know individual differences of students and share students' problems with them. It leads to the fruitful atmosphere of discussion for solving students' personal problems. The present study revealed that teachers keep in mind students' educational needs during teaching showing the application of professional knowledge and its practice.

### Discussion

The results showed that the knowledge of curriculum is necessary for effective teaching. The results of the collected data are supporting the views of Shulman (1986). The results showed that pedagogical knowledge helps in motivating students. Due to pedagogical knowledge teachers know learning theories, teaching laws, and students' individual differences which help in students' motivation. The results are significant and supporting the views of Wright (1987). The study revealed that for achieving teaching goals pedagogical skills and knowledge is helpful. The researcher's views are supported by Shulman

(1986). The results indicated that a teachers know different teaching methods due to pedagogical knowledge. According to Meijer, et al., (1999) pedagogical knowledge enables the teacher to learn and use different teaching methods. The results indicated that pedagogical knowledge helps the teachers in the use of reward and knows the students psychology. The result of the study is in consistency with the Brookfield (2006) views. The results indicated that the teachers apply their professional knowledge in teaching and are aware of the changes taking place in learning environment. The same idea is supported by Kagan (1992). The study identified that those teachers who have command on their subjects teach well and affects the learning process. Subject command is the factor contributing to the effectiveness of teachers. The results are supported by Kennedy (1990). The results of the study revealed that teachers self knowledge is helpful in teaching. According to Kagan (1992) for the teachers self knowledge is necessary to teach the students effectively in class room. The results of the study showed that teachers should encourage the students for discussion and adopt new and innovative teaching methods during teaching. The results support the views of the Wright (1987). The results of the study showed that teachers should use new technology, give and examine home assignment. The results from the data are in support of the views of Kagan (1992). The study identified that teachers should arrange co-curricular activities for the students in the school. According to Wright (1987) teacher should arrange co-curricular activities for their students in order to motivate them for learning. The results of the study showed that teachers add new information to the basic contents of the lesson, use additional material during teaching and suggest additional study to the students in class room. The results of the researcher are also supporting Shulman (1987). The study revealed that teachers involve their students in discussion and know about students individual differences. The views of Maijer et al., (1999) are supporting the results of the researcher. The study revealed that teachers assign and assess homework of the students. The results from the data are supporting the views of Kagan (1992). The results of the study showed that the teachers use different teaching methods in class during teaching learning process. The results from the data are in support of the views of Shulman (1986). The study revealed that teachers keep in mind students' educational needs during teaching. The teacher looks at the students needs in classroom contexts and adopts relevant teaching method. The results are showing support to the views of Maijer et al., (1999).

### Recommendations

- 1 The study exposes that majority of the respondents were in favor of home assignment. Therefore, it is recommended that, the heads of schools must have a proper check in this regard.
- 2 The study unmasks the fact that the teachers can improve the student's results by the regular addition of additional material and suggesting additional study to students. Therefore, the teachers must be rich in additional knowledge and guide their students to study subject related books
- 3 The study results showed that, the troika of the teaching learning process is teachers, students and parents. Therefore, it is recommended that the heads should facilitate their interactions regarding the progress of the students.

### References:

1. Ahmad, M. (2001). *To investigate the Causes of Dropout at Higher Level*. (Unpublished M. Phil. Education thesis), AIOU, Islamabad, Pakistan. P. 174, 185.
2. Askew, M., et al. (1997). *Effective teachers of numeric*, Final report of study carried out for the Teacher Training Agency, 1995-96 by school of Education, King's College, London.
3. Brookfield, S. D. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (2nd ed.). San Francisco: Jossey-Bass



4. Buczynski, S., & Hansen, C.B. (2010), *Impact of professional development on teacher practice Uncovering connection. Teacher and Teacher Education.*
5. Emmer, K. T. (1987). *Classroom management.* In Dunkin, M.J. (Ed) *International Encyclopaedia of Teaching and Teacher Education*, Oxford, Pergamon Press. pp. 427-230.
6. Ellie, L., Young., et al. (2012) . *Positive Behavior Support in Secondary School.* A Division of Guilford Publications. Inc 72 Spring Street, New York NY 10012.
7. Ernest, P. (1989) . The knowledge, beliefs and attitudes of the Mathematics teacher: a model. *Journal of Education for Teaching*, 15, 1, pp. 13-33.
8. Farooq, R.A. (2001). *Understanding Research in Education.* Rawalpindi: University Institute of Education and Research, University of Arid Agriculture.
9. Fishman, B. J., Marx, R. W., Best, S., & Tal, R. T. (2003). Linking teacher and student learning to improve professional development in systemic reform. *Teaching and Teacher Education*.
10. Goods85on, I. (1997). 'Trendy theory' and teacher professionalism. In A. Hargreaves R. Evans (Eds.), *Beyond educational reform: Bringing teachers back in* (pp. 29-43). Buckingham: Open University Press.
11. Govt .of Punjab. (1998). *The Critical Study of Practice Teaching by Trainee Teacher in Pre-Service.* Directorate of Staff Development. Lahore Pakistan. P. 157.
12. Iqbal, Z. (1996) . *Teacher's Training.* Institute of Policy Studies and International Institute of Islamic Thought. Islamabad, Pakistan. P. 19.
13. Kagan, D. M. (1992). *propotional growth among pre-service and beginning teachers,* Review of educational research.
14. Kennedy. (1990). *a sarvey of resent literature on teachers, subject matter knowledge* 104 (research report ), E.langsong, M.I: Michigan state University , National center for research on teacher Education.
15. Maijer, P.C., et al. (1999) . *Exploring language teachers practical knowledge about teaching reading Comprehension.* teaching and teacher education .
16. Nadkarni, S. (2003). *Instructional methods and mental models of students: An empirical investigation.* Academy of Management Learning & Education, 2(4), 335-351.
17. Saeed, M. (2001). *A Study of Principal as Instructional Supervisor.* Taleemi Zaviyay; Pakistan Education Foundation. Lahore, Pakistan. P. 73.
18. Shulman, L.S. (1986). *Those who understand: knowledge growth in teaching* Educational Research.
19. Shulman, L.S. (1987). *Knowledge and teaching: foundations of the new reform* Harword educational review. Ed ucational Research and review.
20. Wright, T. (1987). *Roles of Teachers and Learners.* Oxford University Press. New York. U.S.A. P. 52.

## Using L1 to Encourage More Complex and Fluent Production in L2 Tasks

Hywel Evans 1 and Vahid Rafieyan 2&3

1 Department of English and Literature, Tsuru University, Japan

2 International College of Liberal Arts, Yamanashi Gakuin University, Japan

3 Department of Comparative Study of Cultures, Tsuru University, Japan

### Abstract

Theoretical issues related to mental development, cultural psychology, linguistics, and second language acquisition all point to the need to embrace the optimal use of student language in second language pedagogical tasks, rather than to merely dismiss such usage as a necessary evil. A principled response is urgently called for. It has been shown that proponents of “all English”, immersion-style approaches to language teaching tend to make an unfounded and damaging assumption, that student language necessarily and undesirably cuts into the time available for target language usage. Here, we go further and investigate whether first language (L1) support may actually improve second language (L2) production and in precisely which ways. We argue that a simple design of L1-supported tasks is in line with a holistic approach to language teaching, learning, and research in which the connection between language and sociocultural context is fully embraced. The study was conducted on two groups of undergraduate students in the Department of Comparative Study of Cultures at Tsuru University. The instrument, used to assess students’ ability to produce the target language in a complex, accurate, and fluent manner, contained a sequence of pictures with Japanese language support given to one group and limited English language support given to the other group. Both groups were then given 15 minutes to write a story based on the order of events. The writings were analyzed based on complexity, accuracy, and fluency measures in accordance with the Profile of Larsen-Freeman (2006). The performance of both groups was then compared using independent samples t-test. The findings of the study revealed that students who were supported with their first language (L1) when writing a story based on a series of pictures managed to write more fluently and used more complex structures than students who were supported with the second language (L2). The accuracy of written sentences, however, remained approximately the same for both groups of students. Findings point the way to future research to determine the extent to which student language may be employed to stretch the interlanguage via productive tasks.

**Keywords:** Accuracy, Complexity, Fluency, Sociocultural Theory, Task-based Language Learning, Universal Grammar, Writing Proficiency

### Introduction

Historical hostility and resistance to the use of student language in English language teaching (ELT) is well documented (Cook, 2010; Hall & Cook, 2012; Howatt & Widdowson, 2004; Littlewood & Yu, 2011). While a reassessment of the optimal use of student language is certainly underway, our findings confirm in rather precise ways that progress remains slow and that task design may not be fully appropriate to cultural context. However, ELT seems likely to remain resistant to suggestions that hardline monolingualism may be futile (Widdowson, 2003). In order to fully understand this state of affairs, the suggestion offered here is that task-based language and teaching (TBLT), particularly to the extent that it is carried out in the localities, has likely suffered, not only from the malign influence of various forms of self-interest (Canagarajah, 1999; Edge, 2006; Pennycook, 1998; Phillipson, 1992) but also from a cascade of theoretical as well as cultural disconnects that have resulted in a situation in which language teaching

professionals are often working in isolation without important practical support. A number of these disconnects will be briefly discussed here.

Most fundamentally, widely-held but unexamined and erroneous beliefs derived from theoretical linguistics, that language abilities and acquisition are essentially different from other forms of learning and can be studied and understood in isolation, even with exclusive focus on one language, has likely had a pervasive detrimental effect on teachers' awareness of the possibilities for straightforward, practical action in the localities. Since the late 1950s, the principles underlying the structure of language have usually been hypothesized in the abstract and in terms of a discrete, modularized language faculty. The evidence for such a specialized faculty rests largely on the conviction that knowledge of language is too complex to be learned through experience (Chomsky, 1986). This view, characterized by Chomsky as "Plato's Problem", has not gone without challenge (Clark & Lappin, 2011; Pullum & Scholtz, 2002). To address this briefly, even if we accept that we are born with certain kinds of knowledge or understanding, it does not necessarily support the idea of a specialized faculty dedicated to language. For example, in Plato's Meno dialogs, innate, unlearned knowledge relating to geometry (Day, 1994; Klein, 1965) was under discussion, yet no one (including Plato) proposes the existence of a specialized faculty for geometry.

As will be argued below, however, the tenets of the Chomskyan revolution in linguistics remain highly resistant to refutation, even when they can no longer be defended. Understanding that there is no language faculty or universal grammar does not necessarily make the need for linguistic research more compelling. The undesirable consequence for ELT has been to deemphasize considerations of human sociocultural reality, the connection between language and general cognitive processes, and even obvious parallels with the physical world itself. Most damagingly for ELT, two vitally important things are being missed. First, L1 is undeniably foundational to the learning of other languages (Widdowson, 2003) and, second, the goal of second language learning is bilingualism.

Nothing, including second language learning, can be understood in isolation and it has now long been acknowledged (Ellis, 1994) that student language is an extremely important factor influencing the acquisition of the target language. Even so, the view that language teaching is best conducted solely via the target language remains dominant (Widdowson, 2003). It is argued here that a deep theoretical disconnect has contributed to the failure of practical support via task design. In particular, the unexamined belief in the existence of a discrete language faculty helps to justify "naturalistic" monolingual approaches that assume language acquisition will take place most effectively and efficiently if the target language is used exclusively. It will be shown that this faith is almost certainly misplaced. We need to rethink the optimal use of student language in language learning and this requires us to review an array of theoretical and practical issues. Here, it is not denied that some teachers do probably overuse student language in an unprincipled manner (Butzkamm & Caldwell, 2009). However, it is important to examine certain fundamental theoretical issues in mainstream linguistics, relate these to theories of language learning, and attempt to show how a series of disconnects in our understanding of the problem of language acquisition may have contributed to a failure to recognize student language as a vital resource in task design.

### **Universal Grammar and the Big Linguistic Disconnect**

The major theoretical thrust in mainstream linguistic research has been to elucidate the nature of Universal Grammar (UG), the set of language-related rules that are purportedly innate to humans, existing separately and independently of individual experience occurring in the sociocultural domain. One should be clear, that no one argues that human beings are not uniquely well adapted for human language learning. The issue is whether this adaptation is specific to language ability or perhaps related

to a more general cognitive sophistication. Mainstream linguistics has traditionally suggested that UG is housed in a language-specialized module, referred to as the Language Faculty (LF). This has meant that our understanding of syntax, or grammar, is not tethered to our understanding of general cognition and the physical world or even to our understanding of other aspects of language. In the traditional view, for example, grammar is autonomous of meaning. The evidence for this rests largely on our ability to recognize putatively meaningless sentences as syntactically felicitous (Chomsky, 1957).

It will be argued here that language learning research is slow to accept the possibility that such assumptions of independence and separation are untenable, that it is time to reexamine fundamental beliefs about how languages are learned in sociocultural context, and that there are clear, related opportunities for local research initiatives that connect language learning to the real world, L2 to L1, and local teachers to foreign ones (Cook, 2010). Our results are clearly suggestive of alternative approaches to task design in specific cultural settings, with obvious ramifications for the issue of authenticity (Ellis, 2003; Long, 1985; Van Lier, 1996).

Considering LF and UG, to take the most basic and obvious examples, the question of how such discrete physical structure in the brain and associated innate knowledge actually emerged in human beings makes it extremely difficult to maintain a belief in the autonomy of these language-related phenomena. Indeed, Feldman (2008) argues that many basic assumptions surrounding cognition continue to hold ground in the absence of any convincing supporting evidence. According to Feldman, theoretical autonomy may simply be a comfortable preference that affords researchers the illusion of being in possession of all the means to carry out research without possible refutation. This is a theme that will run throughout this paper. Once it is accepted that language ability is possibly not fundamentally different from other forms of knowledge, the need to cling to "naturalistic" monolingual prescriptions is far less pressing. This then opens up the possibility that student language might be able to play an important part in optimally effective task design. We will first, then, offer a review of linguistic theory.

### **Merge and Recursion as Unique to Language Ability**

General cognitive processes certainly play an important part in language learning (Skehan, 1998). Similarly, there can be no doubt that certain aspects of human language ability (Tomasello, 2003) are shared with animals, and overlap to some extent with general cognition. However, UG theorists assume (Berwick & Chomsky, 2015) that the core language-specific abilities emerged in a single genetic mutation and in a single individual (often referred to as Prometheus) somewhere in Africa sometime over 70,000 years ago. This core endowment that led to the unique ability of humans to use language is referred to as Merge (Berwick & Chomsky, 2015), a fundamental explanatory mechanism in the Minimalist Program (Chomsky, 1995). This simply means that two mental (syntactic, in this case) objects may be combined to form a new structure that may in turn be characterized as a set of mental objects. An important feature of Merge must be that it is recursive in the sense that it must at least be possible to apply the Merge operation to the output of Merge.

A very obvious problem with this is that it leaves poor Prometheus isolated in a thoroughly non-linguistic world with a highly abstract, modularized, specifically syntactic ability that suddenly appeared from nowhere for no reason in particular. Clearly, this would confer no evolutionary advantage in the real world. Therefore, it must be conceded that Merge actually did confer a more general cognitive advantage from which Prometheus was able to benefit and which she was able to pass on to her children. However, this necessarily entails that Merge and the associated Recursion may no longer be candidates as specifically language- or syntax-related abilities. Therefore, LF and UG, even assuming that they exist as innate endowments of some kind, and there seems no reason to doubt that the ability to carry out such



basic (albeit mysterious) operations is an innate endowment, cannot be considered as uniquely dedicated to language (Hauser, Chomsky, & Fitch, 2002).

Recursion, for example, has long been considered a candidate as the root language ability (Hauser, Chomsky, & Fitch, 2002; Pinker, 2015). This hypothesis crucially rests on evidence that all of the world's languages share the property of Recursion. Evidence that some languages actually might not have recursion (Everett, 2008; Everett, 2012) is a minor problem (Nevins, Pesetsky, & Rodrigues, 2009) for this hypothesis. However, what is a far bigger problem is the fact that Recursion is clearly not a specifically linguistic property. For example, the Fibonacci Sequence (Livio, 2003) is a classic example of Recursion. Recursion clearly plays a part in ordinary cognitive domains such as mathematics (Lakoff & Núñez, 2000), architecture, and art. At the same time, it takes a considerable effort of will to believe that the appearance of Recursion just about everywhere in nature is entirely illusory (Perez, 2010).

Similarly, it is not difficult to find possible parallels with Merge in the broader cognitive and natural worlds. Fauconnier and Turner (2002), for example, argue that the development of thought and language depends on the human ability to subconsciously blend various elements from a variety of situational sources. This view gains significant support from Hofstadter & Sander (2013). One could argue, therefore, that a broad swathe of cognitive (that does not invoke UG) linguistic investigation (Holyoak & Thagard, 1995; Lakoff, 1987; Lakoff & Johnson, 1980; Lakoff & Johnson, 1999; Turner, 1996; Turner, 2001; Turner, 2015) has centered on conceptual combinations (in other words, something at least somewhat like Merge) as a fundamental explanatory mechanism. Goldberg (2006) argues that knowledge of language is founded on the human ability to generalize as compatible grammatical constructions are combined. Similarly, more or less explicitly cognitive unification grammars such as Sign-based Construction Grammar (Boas & Sag, 2012) and Head-driven Phrase Structure Grammar (Pollard & Sag, 1994) rely on a blending of structural information internal to lexical entities, inherited (rather anti-intuitively) from "daughter" constituents on to "mother" phrases. Also, Koestler (1964) suggests that a kind of conceptual blending (bisociative thinking) lies at the root of the potential creative ability shared by all creatures.

There is also no reason to regard Merge as an operation exclusive even to the cognitive domain. In the mid-nineteenth century, Mill (1843) pointed out that chemical combination of two substances produces a third substance with properties often very different from those of either of the two substances separately. All in all, it would seem that the characterization of Merge as a specifically linguistic property rests on extremely shaky ground.

If we dare doubt the existence of LF and UG, then "naturalistic" monolingual approaches to language teaching must also be questioned. SLA has inherited the Chomskyan faith that language is fundamentally different from other learned skills and therefore less amenable to instruction and normal forms of practice. If language is actually fundamentally similar to other skills, then practice of specifically targeted vocabulary items and grammatical forms (Cook, 2010) mediated via L1 makes a lot more sense. It should be clear from the above argumentation that the view that language is a modularized faculty that operates differently from other forms of knowledge is actually enormously difficult to sustain. This directly supports our suggestion that there might well be a place for student language in optimal task design.

This is also directly relevant to our findings because the results indicate that the use of student language is likely to help generate greater complexity in student production, in ways that can be controlled by the teacher. One might argue that there is a risk that this kind of practice will become "artificial", but we should remember that young animals also break skills down into component parts and practice them (Cook, 2000). Random jumping practice carried out by young antelopes, for example, is artificial in the sense that it is, hopefully, removed from real-world dangers such as being eaten by a fierce carnivore. However, the practice is authentic in that the learned skills are the same ones that will be required in high-stress situations and the practice takes place in the animal's normal habitat. Also, it is not too



fanciful to suggest that the associated stress (blind panic in this example) of “naturalistic” practice might make successful development and execution of the skills more difficult. To draw a parallel with language students, “artificial” componential practice may help us to avoid throwing our students in at a monolingual deep end while producing target language at a higher level of complexity (Butzkamm, 2011).

In other words, non-naturalistic, L1-mediated tasks might be more enjoyable, involving less stress associated with non-comprehension of task goals, for example, while also actually being more authentic. Relating to the question of task design and authenticity, one might also ask what kind of real-world English language tasks Japanese university students are likely to face in the future. Any English-related real-world tasks faced by students working for Japanese companies are extremely likely to emerge from contexts in which the Japanese language is being used extensively.

### Mainstream Linguistics and SLA

As can be seen, such fundamental theoretical issues do have direct significance for ELT and particularly TBLT. Research agendas in ELT have been strongly driven by Chomskyan linguistic theory (Ellis, 2003) and have clung to the narrow hypothesis, of a separate, independent, language-specific ability, long after Chomsky himself appears no longer fully committed to it (O’Grady, 2008). The overall result of too narrow a focus has been an undesirable disconnect between theory and practice in real sociocultural contexts. For example, Long (2007) famously rejects Sociocultural Theory, and is hostile to Sociocultural SLA (Lantolf, 2000), because of its “nebulous” core concepts. Ironically, however, Long stresses the importance of UG theory in the field of Second Language Acquisition (SLA), showing no awareness that he could be recommending the investigation of phantoms, even according to Chomsky’s (2005) account.

According to Long (2007), one model of good “scientific” research focuses on the discussion of why complete beginners do not show evidence of innate knowledge of syntactic structure (Eubank, 1996; Lardiere, 1998; Schwartz & Sprouse, 1996; Vainikka & Young-Scholten, 1996). Of course, the straightforward solution is that UG simply does not exist. Indeed, Long’s model research project actually provides no evidence in support of the existence of UG. However, at no point do the researchers involved show any indication that they might doubt its existence. Furthermore, having reviewed this literature, Long remains adamant that it is Sociocultural SLA that should be rejected. Sociocultural factors are rejected even when the discussion turns to questions such as why extremely advanced Chinese learners never bother to conform to prescribed native speaker forms, arguably an eminently sociocultural issue. Also, in discussing the absence of tense and agreement features in English language production by beginner Chinese speakers, the rather obvious issue of transfer from L1 is not considered by Long. This is odd given that transfer was already acknowledged as a very important factor in the development of the interlanguage (Widdowson, 2003), one that forces a reconsideration of the place of L1 in language learning.

One might consider Long’s (2007) single-mindedness as reflecting a doomed desire for theoretical autonomy (Kramsch, 1995). Hence, even the most straightforward solutions are reflexively rejected as “unscientific” if they connect with competing fields of study. There is further significant evidence that SLA has also been guilty in this regard, as will be indicated below. With regard to the principles of task design, it may well be that certain fundamentally important and very simple questions relating to local context are avoided. The most salient feature of local culture (and, arguably, the acquisition of L2), L1 has suffered most from this kind of mindset.

### **The Post-method Phase and the Disconnect between ELT and Culture-related Theory**

In fact, at the time of Long's polemic against sociocultural SLA, Zuengler and Miller (2006) were already talking about two parallel worlds in SLA, mainstream and sociocultural. Even the most hardened UG proponent must now acknowledge the importance of context in communication (Austin, 1962; Grice, 1989; Levinson, 1983) in which social and intercultural factors cannot be ignored (Hymes, 1972; McConachy, 2017; Remillard & Williams, 2016; Wierzbicka, 2003). Indeed, of vital importance in relation to the question of task design, the communicative task-based enterprise has long been acknowledged as having reached a post-method phase (Harmer, 2003; Kumaravadivelu, 2006; Pennycook, 1989; Prabhu, 1990), in which it is unquestionably necessary to adapt methodology to cultural context (Bax, 2003). In other words, while teachers are offered no methodology from the centers, they are still expected to obediently adapt products to local circumstances. This situation gives rise to a tension such that vested interests in ELT (particularly those writing from the centers) come under pressure to wildly dismiss expert researchers from other theoretical fields (Dash, 2003; Guest, 2002; Sowden, 2007) while grudgingly and condescendingly allowing culture-related observations from professionals working in the language teaching field but only at an anecdotally informal level.

Therefore, the denial of cultural differences as a central theoretical concern helps to shore up faith in global solutions, even as methodology collapses. Presumably, these global solutions may generally be understood as corporate ones (textbooks, hardware, and software, for example) that will have to be adapted for local culture by the teacher. However, global prescriptions may be bizarrely at odds with local realities in the periphery. This is clearly the case in relation to motivational models (Chen, Warden, & Chang, 2005), for example, while accounts from other fields that have clear commonsense relevance in local contexts (Nicholls, 1989; Parsons & Goff, 1978; Sue & Okazaki, 1990) are simply ignored. The problem is that, once an understanding of culture is acknowledged as theoretically important, the universal value of ELT-related theory inevitably comes into question (Block, 2003; Dinsmore, 1985; Thomas, 1998) and the desperate need for principled local responses becomes obvious. Of particular relevance to this paper, it may well be that task design needs to realign itself with cultural context against monolingual prescriptions. This is precisely what our findings appear to indicate.

### **The Central Importance of L1 and the Need for a Principled Local Response**

With regard to the need to develop local task design initiatives, the use of student language, the most salient element in specific cultural contexts, is indeed gaining increasing support (Butzkamm & Caldwell, 2009; Cook, 2010; Laviosa, 2014; Malmkjaer, 2004). Translanguaging (Garcia & Wei, 2014; Lewis, Jones, & Baker, 2012) approaches also contribute by helping to deliver forms of L1 input to successfully generate L2 output. However, ostensible official adherence to English-only policies remains problematic, even where L1 support is often indispensable, at least to successful classroom management and general administration (Macmillan & Turnbull, 2009). This confirms the continued dominance of the monolingual paradigm in spite of widespread support for a new bilingual one.

The growth of sociocultural ELT (Lantolf, 2000) is highly significant in this regard and highlights the need for a principled local response. As one might imagine, sociocultural ELT gains support from the growing field of (anti-UG) cognitive linguistics (Masuda, Arnett, & Labarca, 2015) and this increases the pressure to adapt methodology to local culture. The influence of culture in a theory of language emergence in communication (Bates & MacWhinney, 1988; Bybee, 1998) can no more easily be ignored than the influence of the psychology of culture (Nisbett, 2003; Zuengler & Miller, 2006) in a theory of symbolically mediated mental development (Vygotsky, 1980). In response to these forces, the desire for theoretical autonomy in ELT may explain the strange and desperate tendency to dismiss all cultural references as necessarily ethnocentric and derogatory (Holliday & Aboshiha, 2009) in spite of overwhelmingly

manifest evidence to the contrary (Stevenson & Stigler, 1994). Indeed, it may well be more sensible to identify ethnocentric attitudes (Kumaravadivelu, 2003; Liu, 1998) towards students with a failure to seriously grapple with the question of culture (Thorne, 2000) on a theoretical level. For example, teachers may often reflexively blame students for the failure of flawed teaching methods and unjustifiably essentialize them (Evans, 1990; Evans, 1991) by appealing to homespun, necessarily derogatory cultural categories that have no theoretical support whatever. With a view to improving teaching methods, our findings provide evidence that adaptation to cultural realities, in particular with regard to the use of L1, may well help in the practical matter of task design and, therefore, better classroom practice.

However, if we expect researchers to attempt to cling to theoretical autonomy, this is also expected to apply to sociocultural ELT. We expect young and growing fields of study to be particularly resistant to work done in related fields (Thorne, 2000) as they attempt to carve out their own identity and claim importance for their own research. Therefore, having no comparative advantage in this area, it is likely that sociocultural research, emanating from the centers, will also fail to emphasize the importance of L1 in language learning. Yet our findings indicate that this form of neglect is likely to have dire consequences for task design in the periphery. It is also likely to have negative consequences for research in sociocultural SLA in general. One should strongly emphasize, then, that if L1 is an important element in task design, those in the periphery are very obviously far better placed than researchers and task designers in the traditional centers. Therefore, further research in this area is urgently required.

Indeed, rather startlingly, the seminal reference works in sociocultural SLA (Lantolf, 2000; Lantolf & Poehner, 2014) make no reference at all to L1 as a pedagogical tool. This is extremely peculiar, particularly given the centrality in sociocultural theory of signs in the mediation of mental development in social activity (Vygotsky, 1980). Could it be, for example, that research into the importance of L1 has been neglected merely because it does not serve researchers in the centers? If this is the case, one might expect certain fundamental questions about the value of L1 use to have gone unanswered. We offer this paper as a first step in rectifying such a situation. In particular, we see this as a first step towards developing task-based methods that employ L1 with a view to more effectively stretching the students' interlanguage rather than having students perform at an unacceptably low level of complexity (Seedhouse, 1999). However, it should be stressed that further research carried out in the localities is of the most vital importance, as is a truly principled response that takes into account theoretical issues across a variety of fields.

### The Experiment

One might propose that a fundamental concern for any theory of task-based learning is how L1 mediates the development of communicative competence in L2 and how it supports more fluent and complex production. We present further statistical evidence to directly refute the highly pervasive yet unsubstantiated view that use of student language in ELT necessarily reduces L2 output (Macaro, 2011; Sato, 2015). We strongly endorse Cheng (2013), that maximal exposure to the target language is important. However, we follow Berning & Evans (2017) in assuming that use of L1 need not necessarily cut into time using L2. Therefore, the research question to be addressed in the current study is:

To what extent does first language support influence writing proficiency?

Accordingly, the null hypothesis is:

First language support does not significantly influence writing proficiency.

## Method

### Participants

Participants of the study were 48 Japanese students of Comparative Study of Cultures at Tsuru University in Japan. They were all at the first year of their studies and, based on a language proficiency test, were at approximately the same level of language proficiency. Thirty-six of the students were females and the remaining 12 students were males. Their ages ranged from 18 to 20, with the average age of 18.8. The participants were students of a Communicative English course in two separate classes, with 24 students in each class. Both classes were assigned the same instructional materials and were taught based on the same method. Also, based on the analysis of independent-samples t-test over the results of the language proficiency test, there was no significant difference between proficiency levels of students in both classes ( $p > 0.05$ ).

### Instruments

The data collection instrument consisted of two versions of a writing task. The writing task consisted of a series of pictures selected from a Japanese comic book, which illustrated a story. It depicted four pictures about a boy who goes to buy bread for his mother but when he comes back he realizes that the salesman had followed him all the way to his home as he had forgotten to pay for the bread. Students had to interpret the pictures and write the story in English. The same series of pictures were used for the two versions of the task. However, in one of the versions of the task, some Japanese words and phrases were given to provide students with necessary vocabulary items and ideas to write the story whereas in the other version, students were provided with some English words and phrases as support.

### Procedure

At the end of the academic year 2017-2018, following one year of instruction, students in both Communicative English classes were assigned the writing task. Students in one of the classes were given the writing task with Japanese support (Japanese support group) and students in the other class were given the writing task with English support (English support group). The task was assigned to them as part of the final exam, which was used to assess their language proficiency after a yearlong instruction. However, they were informed that it is used only for the research purpose to assess their writing performance following a year of English instruction and the results will not affect their final exam grade. Students were given 3 minutes to review the guidelines, illustrations, and supporting words and phrases and another 12 minutes to complete the task. Following the assigned time, the teacher collected the papers and sent them to the researchers for data analysis.

### Data Analysis

To analyze the data, the three measures of accuracy, fluency, and complexity were used to assess the quality of writings. These measures were implemented based on the Profile of Larsen-Freeman (2006), which is a reliable rating scale. Larsen-Freeman (2006) conducted an in-depth analysis on English language learners' performance through an objective assessment. Through the study, Larsen-Freeman (2006) introduced a profile, which utilized T-units in assessing both oral and written language productions in terms of accuracy, fluency, and complexity. Larsen-Freeman (2006) defined writing accuracy, fluency, and complexity as follows:

- Accuracy: The proportion of error-free T-units to total T-units (in terms of lexical, morphological, and syntactic errors).
- Fluency: The average number of words per T-unit.
- Complexity: The total number of clauses divided by the total number of T-units.



Polio (1997) developed a guideline through which the systematic determination of T-units and errors is possible. The concept of T-unit has been defined as "one main clause with all subordinate clauses attached to it" (Hunt, 1965, p. 20). T-units are usually employed for analyzing written and spoken discourse because it has been proven that T-units are strongly correlated to language proficiency (Ellis & Barkhuizen, 2005; Wolfe-Quintero, Inagaki, & Kim, 1998). In this study, the researchers used this guideline to determine T-units, in the first place, then, used the Profile of Larsen-Freeman (2006) in order to determine the scores of accuracy, fluency, and complexity.

Following the analysis of writings based on the Profile of Larsen-Freeman (2006), independent-samples t-test, which is used when the mean score on some continuous variable for two different groups of participants is compared (Pallant, 2013), was used to compare the performance of both groups (Japanese support group and English support group) on each of the measures of accuracy, fluency, and complexity. Then, eta squared ( $\eta^2$ ), which is the most commonly used effect size statistics (Pallant, 2013), was used to provide an indication of the magnitude of the differences between the performance of the two groups (Japanese support group and English support group).

The values obtained from the calculation of eta squared ( $\eta^2$ ) can range from 0.00 to 1.00 and represents the proportion of variance in the dependent variable (writing performance) that is explained by the independent variable (type of support) (Pallant, 2013). The guidelines for interpreting the values of eta squared ( $\eta^2$ ), as proposed by Cohen (1988), are presented in Table 1. Finally, the graphical presentation of the performance of Japanese support group and English support group on the writing task was provided. All of the analysis was performed using Statistical Package for Social Sciences (SPSS) software, version 22.

Table 1: Interpretation of Eta Squared ( $\eta^2$ ) Values

Value	Effect Size
0.01	Small Effect
0.06	Moderate Effect
0.14	Large Effect

### Findings

Table 2 presents the descriptive analysis of the data derived from the performance of students on the writing task. The descriptive analysis of the data presented in the table consists of the number of students in each group as well as the mean score and standard deviation for the three measures of accuracy, fluency, and complexity. The mean scores presented in the table show the superior performance of Japanese support group over English support group in all three measures of accuracy, fluency, and complexity on the writing task. However, the mean score by itself does not show whether the difference in scores obtained by the two groups is large enough to be considered significant or not. To determine whether the difference between the mean scores obtained by the students in the two groups is statistically significant or not, the results of the analysis of independent-samples t-test need to be considered.



Table 2: Group Statistics

	Group	Number	Mean	Standard Deviation
Accuracy	Japanese Support Group	24	0.51	0.23
	English Support Group	24	0.48	0.10
Fluency	Japanese Support Group	24	9.30	0.63
	English Support Group	24	8.31	1.03
Complexity	Japanese Support Group	24	1.40	0.13
	English Support Group	24	1.26	0.09

Table 3 presents the results of the analysis of independent-samples t-test. The first section of the table gives the results of Levene's test for equality of variances. Levene's test for equality of variances tests whether the variance (variation) of scores for the two groups (Japanese support group and English support group) is the same or not. The outcome of this test determines which of the t-values that Statistical Package for Social Sciences (SPSS) software provides is the correct one to use. If the significance value for Levene's test is larger than 0.05 ( $p > 0.05$ ), the first line in the table which refers to Equal Variances Assumed should be used. However, if the significance level of Levene's test is less than or equal to 0.05 ( $p \leq 0.05$ ), this means that the variances for the two groups (Japanese support group and English support group) are not the same and the data violate the assumption of equal variance; subsequently, the second line of the table which refers to Equal Variances Not Assumed should be used (Gravetter & Wallnau, 2013). The significance value for Levene's test obtained in the current study for complexity is larger than the cut-off of 0.05 while it is less than the cut-off of 0.05 for accuracy and fluency. This means that the assumption of equal variances has not been violated for complexity measure whereas it has been violated for accuracy and fluency measures. Therefore, the t-value provided in the first line of the table referred to Equal Variances Assumed should be used for complexity measure and the t-value provided in the second line of the table referred to Equal Variances not Assumed should be used for accuracy and fluency measures.

Table 3: Analysis of Independent-Samples T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Accuracy	Equal variances assumed	47.34	0.00	0.63	46	0.52	0.03

	Equal variances not assumed			0.63	32.71	0.52	0.03
Fluency	Equal variances assumed	11.52	0.00	3.96	46	0.00	0.98
	Equal variances not assumed			3.96	38.25	0.00	0.98
Complexity	Equal variances assumed	1.19	0.28	4.00	46	0.00	0.13
	Equal variances not assumed			4.00	42.10	0.00	0.13

To find out whether there is a significant difference between the mean scores obtained by the two groups (Japanese support group and English support group) or not, the column labeled Sig. (2-tailed) under the section labeled t-test for Equality Means should be referred to. If the significance value is equal to or less than 0.05 ( $p \leq 0.05$ ), there is a significant difference in the mean scores on the dependent variable (writing performance) for the two groups. However, if the significance value is above 0.05 ( $p > 0.05$ ), there is no significant difference in the mean scores for the two groups (Gravetter & Wallnau, 2013). The significance value obtained in the current study for accuracy, fluency, and complexity is respectively 0.52, 0.00, and 0.00. As this value is above the required cut-off of 0.05 for accuracy, there is a statistically non-significant difference in the mean writing performance for Japanese support group and English support group in that particular measure of writing proficiency. However, as this value is below the required cut-off of 0.05 for fluency and complexity measures, there is a statistically significant difference in the mean writing performance for Japanese support group and English support group in terms of fluency and complexity of writings.

The significance value, however, does not show the size of the difference between the mean scores for the fluency and complexity measures obtained by the two groups of students (Japanese support group and English support group). To provide an indication of the magnitude of the difference between the mean scores obtained by the two groups, effect size statistics need to be calculated. There are a number of different effect size statistics, the most commonly used being eta squared ( $\eta^2$ ) (Pallant, 2013). The formula for calculating eta squared ( $\eta^2$ ), using the information in Table 3, is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

Replacing with the appropriate values from the table for fluency measure gives:

$$\eta^2 = \frac{3.96^2}{3.96^2 + (24 + 24 - 2)} = 0.25$$

Accordingly, replacing with the appropriate values from the table for complexity measure gives:

$$\eta^2 = \frac{4^2}{4^2 + (24 + 24 - 2)} = 0.25$$

The effect size of the difference in the fluency and complexity measures for Japanese support group and English support group obtained in the current study is 0.25 which according to the guidelines proposed by Cohen (1988) to interpret the values of eta squared ( $\eta^2$ ) represents a large effect. Expressed as a percentage ( $0.25 \times 100 = 25$ ), 25 percent of the variance in fluency and complexity measures of writing is explained by the type of support. The graphical presentation of writing performance for Japanese support group and English support group is depicted in Figure 1.

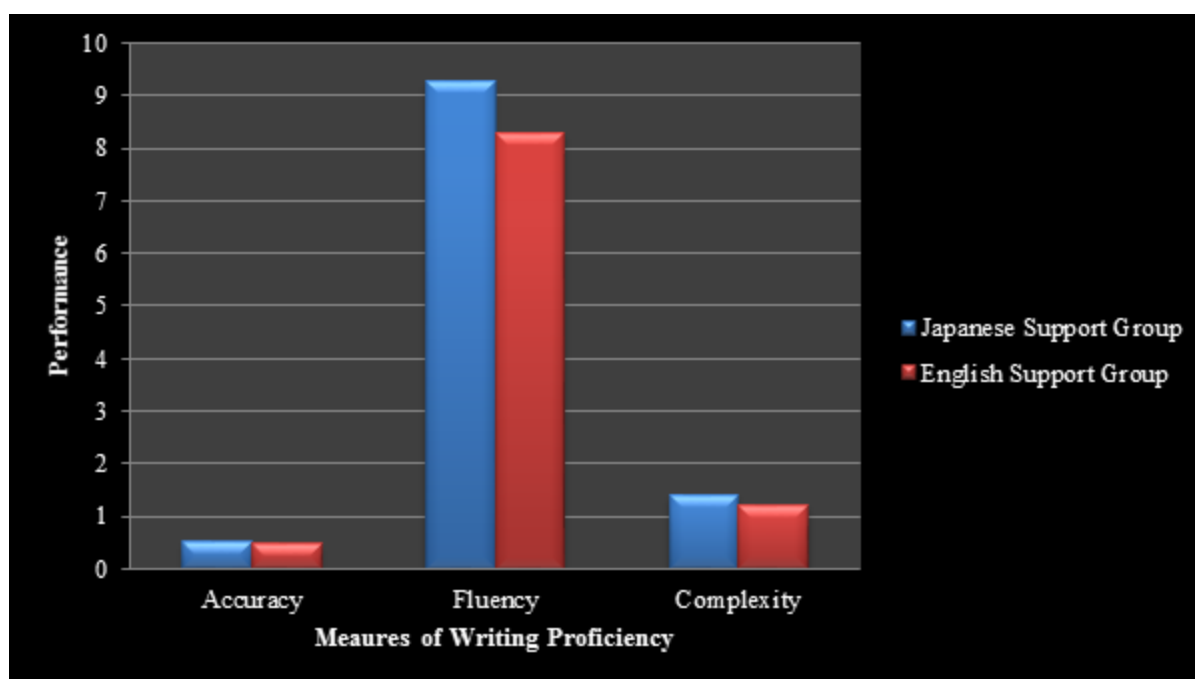


Figure 1: Performance of Japanese Support Group and English Support Group on the Writing Task

### Discussion

The study investigated the effect of first language support on writing proficiency based on the three measures of accuracy, fluency, and complexity. The study found that first language support has a significant impact on the fluency and complexity of written sentences but does not influence the accuracy of sentences. In the study, students who benefited from first language support in the form of useful words and phrases in their mother tongue managed to write more fluently using more complex structures than students who benefited from target language support. However, the accuracy level of writings remained approximately the same for both groups. Therefore, the null hypothesis of the study, which states that first language support does not significantly influence writing proficiency, is rejected. We do not expect the use of L1 in language learning tasks to suddenly transform the ability of L2 learners. Hence, it is unsurprising that there is no significant improvement in accuracy. However, the fact that fluency and complexity is impacted is extremely promising with regard to task design because it suggests that students can be encouraged to produce more L2 in a more natural way at a greater level of grammatical complexity.

The importance of these findings is difficult to overstate. The results offer clear evidence that use of L1 is likely to be of great value in task design. In fact, the results clearly indicate that L1 use is of potentially enormous value in productive language teaching tasks conducted by native speakers, particularly in situations that have historically been problematic, specifically in relation to a failure to evoke sufficient, complex production in task participants (Seedhouse, 1999). For example, anecdotal evidence strongly suggests that Japanese English language learners are often reticent when it comes to expressing their own opinion. If L2 production can be significantly improved, it raises hope for a more enjoyable, satisfying, and effective experience for both students and teachers. This could ultimately have a revolutionary effect on ELT practice.

It should be noted that this is by no means an extraordinary claim. The experiment was of fairly simple design and yielded results that are intuitively not unexpected, particularly given the wealth of literature lauding the benefits of L1 use. One should recall that, from a historical perspective, rejection of the use of L1 in learning activities is a very recent phenomenon, based on research that assumes a distinction between language acquisition and learning. The rejection of the use of L1 has rested on blind faith in “naturalistic” methods and unsubstantiated theoretical assumptions that should certainly be subjected to far greater scrutiny.

The growth in the importance of sociocultural research in language learning would strongly suggest that a reconsideration of first language as a pedagogical tool is long overdue. The fact that the sociocultural SLA literature does not engage with the use of L1 is an absolutely astonishing anomaly, particularly given the recent proliferation of studies that suggest that L1 use has been sorely neglected.

One must conclude, therefore, that there is very strong reason to believe that principled use of L1 may well help language learners to produce L2 more fluently and with greater complexity. We might expect L1 use, indeed, to be beneficial in not only tasks for second language acquisition but even in content-based tasks for mixed classes of second language learners and native speaker students. There is, in fact, very strong anecdotal evidence that L1 handouts are very commonly and very effectively used (albeit with understandably little fanfare) in L2 learning tasks in putatively “all English” contexts. If one accepts this as the reality, one might hope that, as foreign and local teachers become united in task design, native and non-native speaker students may also be united dynamically in active learning tasks. We might ask, therefore, why L1 should not be treated as a vital element in task design.

There is good reason to believe that L1 use in tasks has been resisted with some determination and that research in this regard has been neglected. We have argued that blind faith in “naturalistic” approaches to language learning is dependent on an unexamined belief in innate language-specific abilities, evidence for which has remained extremely elusive. The only current candidates as innate rules of UG (i.e. Merge and Recursion) certainly play a huge part in language learning but must be rejected as uniquely linguistic, or even uniquely cognitive, in nature. Hence, the arbitrary distinction between learning and acquisition is unsustainable.

Researchers in linguistics have shown a preference for autonomy, justified by belief in a discrete language endowment. In parallel, researchers in SLA have downplayed the relevance of other disciplines in language learning while clinging to the notion that UG justifies a dogged adherence to naturalistic approaches. This state of affairs has helped to shore up the conviction that “all-English” approaches are to be preferred and this conviction has dovetailed with the self-interest of native speaker teachers. To emphasize, even sociocultural SLA, a theory that explicitly acknowledges the central importance of culture and tool use in mental development, preposterously fail to focus on L1 as an issue. Perhaps most lamentably, local teachers, too often guilty of the unprincipled overuse of L1, have failed to challenge this state of affairs and push for a better understanding of the optimal uses of L1 in SLA.

Of course, given this interplay of related factors, the last thing we expect is a sudden paradigm shift towards L1-mediated tasks. Clearly, this would be unrealistic. However, it should be acknowledged that the evidence in favor of working towards such a new paradigm is convincing and that the potential rewards, in terms of successful classroom practice are great. We are long overdue for a reappraisal of the value of L1 use, in task design in particular and in language learning in general.

## Conclusion

The study found that although L1 support does not have a significant impact on the accurate production of L2 in writing, it does contribute significantly to fluent and complex production of L2. In the current study, students who were supported with their first language when writing a story based on a series of

pictures managed to write more fluently and used more complex structures than students who were supported with the target language. The accuracy of written sentences, however, remained approximately the same for both groups of students. This is as expected. We do not expect L1 support to suddenly transform students' basic ability but we might expect it to provide students with a degree of cognitive support and afford teachers a certain level of control in order to help "stretch" the interlanguage. Therefore, a conservative recommendation would be to reconsider the use of L1 in foreign language instruction, especially perhaps for students with low-level ability in the foreign language. The expectation that L1 support leads to greater complexity directly addresses Seedhouse's (1999) problem. According to Seedhouse, we expect interactants to produce language at the lowest level of explicitness required to complete a task. The use of L1 in task design promises a greater level of control over how explicit interactants' performance is required to be in order to complete tasks. Consider, for example, simple spot-the-difference tasks (Ellis, 2003) using first language sentences instead of pictures. While the findings offered here fit very closely with those engaged in a reappraisal of the effectiveness of L1 use in ELT, the fact is that monolingual ELT has proven highly resistant to change. Nothing, including second language learning, can be understood in isolation. In order to successfully implement first language support in task design, one might urge a more holistic approach to understanding the problem. In particular, it will be desirable to attempt to grasp the reality of cultural context, of which student language is the most salient feature. In the localities, and perhaps particularly in Japan, this should be taken as a wakeup call because a principled response and further research are both urgently required.

#### References:

1. Austin, J. L. (1962). *How to Do Things with Words*. London: Oxford University Press.
2. Bates, E., & MacWhinney, B. (1988). What Is Functionalism? *Papers and Reports on Child Language Development*, 27, 137-52.
3. Bax, S. (2003). The End of CLT: A Context Approach to Language Teaching. *English Language Teaching Journal*, 57(3), 278-287.
4. Berning, B. S., & Evans, H. (2017). Cultural Identity and Student Language Support in Oral Productive Tasks: Questioning the "Zero-sum Game" Mentality. *Tsuru Bunka Daigaku Kenkyuu Kiyo*, 86, 93-106.
5. Berwick, R. C., & Chomsky, N. (2015). *Why Only Us: Language and Evolution*. Cambridge, Mass: MIT Press.
6. Block, D. (2003). *The Social Turn in Second Language Acquisition*. Washington, D.C.: Georgetown University Press.
7. Boas, H. C., & Sag, I. A. (2012). *Sign-based Construction Grammar*. Stanford, California: CSLI Publications.
8. Butzkamm, W. (2011). Why Make Them Crawl If They Can Walk? Teaching with Mother Tongue Support. *RELC Journal*, 42(3), 379-391.
9. Butzkamm, W., & Caldwell, J. A. W. (2009). *The Bilingual Reform: A Paradigm Shift in Foreign Language Teaching*. Germany: Narr Studienbucher.
10. Bybee, J. (1998). The Emergent Lexicon. *Proceedings of the 34th Regional Meeting of the Chicago Linguistic Society: The Panels*, 421-435.
11. Canagarajah, A. S. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford: Oxford University Press.
12. Chen, J. F., Warden, C. A., & Chang, H-T. (2005). Motivators That Do Not Motivate: The Case of Chinese EFL Learners and the Influence of Culture on Motivation. *TESOL Quarterly*, 39(4), 609-633.



13. Cheng, X. (2013). Research on College English Teachers' Classroom Code-switching: Beliefs and Attitudes. *Journal of Language Teaching and Research*, 4(6), 1277-1284.
14. Chomsky, N. (1957). *Syntactic Structures*. Germany: Mouton Publishers, The Hague.
15. Chomsky, N. (1986). *Knowledge of Language: Its Nature, Origin, and Use*. New York: Praeger.
16. Chomsky, N. (1995). *The Minimalist Program*. Cambridge, Mass: The MIT Press.
17. Chomsky, N. (2005). Three Factors in Language Design. *Linguistic Inquiry*, 36, 1-22.
18. Clark, A., & Lappin, S. (2011). *Linguistic Nativism and the Poverty of the Stimulus*. Malaysia: Wiley-Blackwell.
19. Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates.
20. Cook, G. (2000). *Language Play: Language Learning*. Oxford: Oxford University Press.
21. Cook, G. (2010). *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press.
22. Dash, P. (2003). Culture Rejected as an Individual Difference in the SLA Process. *Asian EFL Journal*, 5(2), 1-40.
23. Day, J. M. (1994). *Plato's "Meno"* in Focus. New York: Routledge.
24. Dinsmore, D. (1985). Waiting for Godot in the EFL Classroom. *ELT Journal*, 39(4), 225-34.
25. Edge, J. (2006). *Re-locating TESOL in an Age of Empire*. UK: Palgrave Macmillan.
26. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
27. Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
28. Ellis, R., & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press.
29. Eubank, L. (1996). Negation in Early German-English Interlanguage: More Valueless Features in the L2 Initial State. *Second Language Research*, 12(1), 73-106.
30. Evans, H. (1990). Orientalising the Japanese Student. *The Language Teacher*, 14(7), 27-29.
31. Evans, H. (1991). Defenders of the Faith. *The Language Teacher*, 15(6), 33-36.
32. Everett, D. (2008). *Don't Sleep, There are Snakes: Life and Language in the Amazonian Jungle*. New York: Pantheon Books.
33. Everett, D. (2012). *Language: The Cultural Tool*. New York: Pantheon Books.
34. Fauconnier, G., & Turner, M. (2002). *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities*. New York: Basic Books.
35. Feldman, J. A. (2008). *From Molecule to Metaphor: A Neural Theory of Language*. Cambridge, MA: MIT Press.
36. Garcia, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. London, UK: Palgrave Macmillan.
37. Guest, M. (2002). A Critical 'Checkbook' for Culture Teaching and Learning. *ELT Journal*, 56(2), 154-161.
38. Goldberg, A. (2006). *Constructions at Work: The Nature of Generalizations in Language*. Oxford: Oxford University Press.
39. Gravetter, F. J., & Wallnau, L. B. (2013). *Statistics for the Behavioral Sciences*. Belmont, CA: Wadsworth Publishing.
40. Grice, H. P. (1989). *Studies in the Way of Words*. Cambridge, MA: Harvard University Press.
41. Hall, G., & Cook, G. (2012). Own-language Use in Language Teaching and Learning: State of the Art. *Language Teaching*, 45(3), 271-308.
42. Harmer, J. (2003). Popular Culture, Methods, and Context. *English Language Teaching Journal*, 57(3), 288-294.

43. Hauser, M. D., Chomsky, N., & Fitch, W. T. (2002). The Faculty of Language: What Is It, Who Has It, and How Did It Evolve? *Science*, 298(5598), 1569–1579.
44. Hofstadter, D., & Sander, E. (2013). *Surfaces and Essences: Analogy as the Fuel and Fire of Thinking*. New York: Basic Books.
45. Holliday, A., & Aboshiha, P. (2009). The Denial of Ideology in Perceptions of 'Nonnative Speaker' Teachers. *TESOL Quarterly*, 45(4), 669-689.
46. Holyoak, K. J., & Thagard, P. (1995). *Mental Leaps: Analogy in Creative Thought*. Cambridge, MA: MIT Press.
47. Howatt, A. P. R., & Widdowson, H. G. (2004). *A History of English Language Teaching* (2nd edition) Oxford: Oxford University Press.
48. Hunt, K. W. (1965). *Grammatical Structures Written at Three Grade Levels*. Urbana, IL: The National Council of Teachers of English.
49. Hymes, D. H. (1972). On Communicative Competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). London: Penguin.
50. Klein, J. (1965). *A Commentary on Plato's "Meno"*. Chapel Hill: University of North Carolina Press.
51. Koestler, A. (1964). *The Act of Creation*. London: Hutchinson.
52. Kramsch, C. (1995). The Applied Linguist and the Foreign Language Teacher: Can They Talk to Each Other? *Australian Review of Applied Linguistics*, 18, 1-16.
53. Kumaravadivelu, B. (2003). Problematizing Cultural Stereotyping in TESOL. *TESOL Quarterly*, 37(4), 709-19.
54. Kumaravadivelu, B. (2006). TESOL Methods: Changing Tracks, Challenging Trends. *TESOL Quarterly*, 40(1), 59-81.
55. Lakoff, G. (1987). *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind*. Chicago: The University of Chicago Press.
56. Lantolf, J. P. (Ed.). (2000). *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.
57. Lakoff, G., & Johnson, M. (1980). *Metaphors We Live by*. Chicago: The University of Chicago Press.
58. Lakoff, G., & Johnson, M. (1999). *Philosophy in the Flesh: The Embodied Mind and its Challenge to Western Thought*. Basic Books.
59. Lakoff, G., & Núñez, R. E. (2000). *Where Mathematics Comes from: How the Embodied Mind Brings Mathematics into Being*. New York: Basic Books.
60. Lantolf, J. P., & Poehner, M. E. (2014). *Sociocultural Theory and the Pedagogical Imperative in L2 Education: Vygotskian Praxis and the Research/Practice Divide*. London: Routledge.
61. Lardiere, D. (1998). Case and Tense in the "Fossilized" Steady-state. *Second Language Research*, 14, 1-26.
62. Larsen-Freeman, D. (2006). The Emergence of Complexity, Fluency, and Accuracy in the Oral and Written Production of Five Chinese Learners of English. *Applied Linguistics*, 27(4), 590-619.
63. Laviosa, S. (2014). *Translation and Language Education: Pedagogic Approaches Explored*. London: Routledge.
64. Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
65. Lewis, G., Jones, B. & Baker, C. (2012). "Translanguaging: Origins and Development from School to Street and Beyond". *Educational Research and Evaluation*, 18 (7), 641–654.
66. Littlewood, W., & Yu, B. H. (2011). First Language and Target Language in the Foreign Language Classroom. *Language Teaching*, 44, 64–77.
67. Liu, D. (1998). Ethnocentrism in TESOL: Teacher Education and the Neglected Needs of International TESOL Student. *ELT Journal*, 52(1), 3-10.

68. Livio, M. (2003). *The Golden Ratio: The Story of Phi, the World's Most Astonishing Number*. USA: Broadway Books.
69. Long, M. H. (1985). A Role for Instruction in Second Language Acquisition: Task-based Language Teaching. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and Assessing Second Language Acquisition* (pp. 77-99). Clevedon: Multilingual Matters.
70. Long, M. H. (2007). *Problems in SLA*. Mahwah, NJ: Lawrence Erlbaum Associates.
71. Macaro, E. (2011). *The Teacher's Code Switching and the Learner's Strategic Response: Towards a Research Agenda and Implications for Teacher Education*. Paper Presented at the JACET 50th Commemorative International Convention, Fukuoka.
72. Macmillan, B., & Turnbull, M. (2009). Teachers' Use of the First Language in French Immersion: Revisiting a Core Principle. In M. Turnbull & J. Dailey O'Cain (Eds.), *First Language Use in Second and Foreign Language Learning* (pp. 15-34). Bristol, UK: Multilingual Matters.
73. Malmkjaer, K. (2004). *Translation in Undergraduate Degree Programs*. Philadelphia, PA: John Benjamins.
74. Masuda, K., Arnett, C., & Labarca, A. (2015). *Cognitive Linguistics and Sociocultural Theory: Applications for Second and Foreign Language Teaching*. Berlin: De Gruyter Mouton.
75. McConachy, T. (2017). *Developing Intercultural Perspectives on Language Use: Exploring Pragmatics and Culture in Foreign Language Learning*. USA: Multilingual Matters.
76. Mill, J. S. (1843). *A System of Logic Ratiocinative and Inductive*. London: Longmans, Green and Co.
77. Nevins, A., Pesetsky, D., & Rodrigues, C. (2009). Evidence and Argumentation: A Reply to Everett. *Language*, 85(3), 671-681.
78. Nicholls, J. (1989). *The Competitive Ethos and Demographic Education*. Cambridge, MA: Harvard University Press.
79. Nisbett, R. E. (2003). *The Geography of Thought*. New York: Simon and Schuster.
80. O'Grady, W. (2008). Innateness, Universal Grammar, and Emergentism. *Lingua*, 118(4), 620-631.
81. Pallant, J. (2013). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS Program* (5th edition). Australia: Allen & Unwin.
82. Parsons, J., & Goff, S. (1978). Achievement Motivation: A Dual Modality. *Educational Psychologist*, 13, 93-96.
83. Pennycook, A. (1989). The Concept of Method, Interested Knowledge, and the Politics of Language. *TESOL Quarterly*, 23, 589-618.
84. Pennycook, A. (1998). *English and the Discourses of Colonialism*. London: Routledge.
85. Perez, J-C. (2010). Codon Populations in Single-stranded Whole Human Genome DNA Are Fractal and Fine-tuned by the Golden Ratio 1.618. *Interdisciplinary Sciences: Computational Life Science*, 2(3), 228-240.
86. Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
87. Pinker, S. (2015). *The Language Instinct: How the Mind Creates Language*. Penguin.
88. Polio, C. G. (1997). Measures of Linguistic Accuracy in Second Language Writing Research. *Language Learning*, 47(1), 101-143.
89. Pollard, C., & Sag, I. A. (1994). *Head-driven Phrase Structure Grammar*. Chicago: The University of Chicago Press.
90. Prabhu, N. S. (1990). There Is No Best Method - Why? *TESOL Quarterly*, 24(2), 161-76.
91. Pullum, G. K., & Scholz, B. C. (2002). Empirical Assessment of Stimulus Poverty Arguments. *Linguistic Review*, 19(1/2), 9-50.
92. Remillard, V., & Williams, K. (2016). *Human Communication across Cultures: A Cross-cultural Introduction to Pragmatics and Sociolinguistics*. Equinox.

93. Sato, R. (2015). The Case against the Case against Holding English Classes in English. *The Language Teacher*, 39(5), 15-18.
94. Schwartz, B. D., & Sprouse, R. A. (1996). L2 Cognitive States and the Full Transfer/Full Access Hypothesis. *Second Language Research*, 12(1), 40-72.
95. Seedhouse, P. (1999). Task-based Interaction. *ELT Journal*, 53(3), 336-44.
96. Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.
97. Sowden, C. (2007). Culture and the 'Good Teacher' in the English Language Classroom. *English Language Teaching Journal*, 61(4), 305-310.
98. Stevenson, H. W., & Stigler, J. W. (1994). *The Learning Gap: Why Our Schools Are Failing and What We Can Learn from Japanese and Chinese Education*. New York: Touchstone Books.
99. Sue, S., & Okazaki, S. (1990). Asian American Educational Achievements: A Phenomenon in Search of an Explanation. *American Psychologist*, 45, 913-920.
100. Thomas, M. (1998). Programmatic Ahistoricity in Second Language Acquisition Theory. *Studies in Second Language Acquisition*, 20, 387-405.
101. Thorne, S. L. (2000). Second Language Acquisition Theory and the Truth(s) about Relativity. In J. P. Lantolf. (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 219-243). Oxford: Oxford University Press.
102. Tomasello, M. (2003). *Constructing a Language*. Cambridge, MA: Harvard University Press.
103. Turner, M. (1996). *The Literary Mind: The Origins of Thought and Language*. Oxford: Oxford University Press.
104. Turner, M. (2001). *Cognitive Dimensions of Social Science*. Oxford: Oxford University Press.
105. Turner, M. (2015). *The Origin of Ideas: Blending, Creativity, and the Human Spark*. Oxford: Oxford University Press.
106. Vainikka, A., & Young-Scholten, M. (1996). Gradual Development of L2 Phrase Structure. *Second Language Research*, 12(1), 7-39.
107. Van Lier, L. (1996). *Interaction in the Language Curriculum. Awareness, Autonomy and Authenticity*. London: Longman.
108. Vygotsky, L. S. (1980) *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
109. Widdowson, H. G. (2003). *Defining Issues in English Language Teaching*. Oxford: Oxford University Press.
110. Wierzbicka, A. (2003). *Cross-cultural Pragmatics: The Semantics of Human Interaction*. Berlin: Mouton de Gruyter.
111. Wolfe-Quintero, K., Inagaki, S., & Kim, H. (1998). *Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity*. Honolulu, HI: University of Hawaii Press.
112. Zuengler, J., & Miller, E. R. (2006). Cognitive and Sociocultural Perspectives: Two Parallel SLA Worlds? *TESOL Quarterly*, 40(1), 35-58.



## Axiological Dimension of the Higher School Innovative Potential

Elena N. Shutenko<sup>1\*</sup>, Andrey I. Shutenko <sup>2</sup>, Andrey M. Sergeev <sup>3</sup>, Inna V. Ryzhkova <sup>4</sup>, Anastasia V. Koreneva <sup>5</sup> and Tatiana D. Tegaleva <sup>6</sup>

<sup>1</sup> Department of the General and Clinical Psychology, Belgorod National Research University, Belgorod, Russia

<sup>2</sup> Research Institute of Synergetics, Belgorod State Technological University named after V.G. Shukhov, Russia

<sup>3</sup> Department of Social Sciences and Philosophy, Murmansk Arctic State University, Murmansk, Russia

<sup>4</sup> Department of Scientific Work and International Cooperation, Murmansk Arctic State University, Russia

<sup>5</sup> Department of Russian Philology and Mass Communication, Murmansk Arctic State University, Russia

<sup>6</sup> Institute for Social Sciences and Humanities, Murmansk Arctic State University, Murmansk, Russia

\* corresponding author

### Abstract

The article deals with the value backgrounds to ensure the innovative potential of the higher school. Based on the methodology of socio-cultural determination, the authors propose to apply large-scale axiological dimension for understanding the higher school's innovative mission. This dimension encompasses a number of central ideas in the history of the development of higher school within the bosom of major socio-cultural domains, such as: social-focused, theology-focused, anthropocentric, profession-focused, scientific-focused, ideology-focused and market-focused. Each of these models is defined by influence of a certain cultural dominant which sets priorities for education and innovative practice. The strengthening of higher school innovative potential can be promoted by the simultaneous presence and interweaving of different domains. Meanwhile, the key role has to belong to person-focused domain which gives the chance for self-fulfillment of the personality and for carrying out fruitful innovations. The authors analyze destructive influence of a tight monopoly of the consumer dominant on innovative viability of Russian higher school. The main positive way that provides this viability is connected with restoration of the civilizational corps of higher school on the basis of recognition of its poly-cultural status and development of the values of personal knowledge and innovative experience.

**Keywords:** values of the higher school, innovative potential, socio-cultural domains, cultural dominant, the university sustainable innovative development

### Introduction

Problems of the higher school excite today many researchers and are in epicenter of public consciousness. The future of the society and worthy life of citizens in many respects depends on what will be the higher education. In the modern unpredictable world the value of the higher school consists in its innovative function, in ability to produce progressive models and standards of civilized development. It is known that from the very beginning of the origin the higher school acted as the innovative project sent to the future. For many centuries, universities and academies have served as generators of innovative ideas and technologies that have provided the progressive growth of developed countries (Barnett, 2011). Meanwhile, at the border of the last two centuries the innovative function of universities has significantly decreased. Unprecedented accessibility, specialization and mass character of higher education, a decrease in the fundamental nature of education led to the fact that today the higher school is transformed into one of the service structures in the market of educational supplies (Bok, 2004).



By the end of the last century processes of blurring and muffling of the innovation-cultural mission of the higher school were designated. J. Habermas points to the crisis of the university as a social institution (1994), B. Riddings describes the "University in Ruins" (1994), and R. Barnett argues that "the western university died" (1997). The state of the Russian higher school is described by terms that are also far from optimistic. According to I.M. Ilyinsky, "higher school ceased to be the highest" (2002), it lost the role of the social elevator, ceased to serve as a source of fundamental scientific knowledge, can not provide cultural growth of the personality, etc.

As noted by scholars and thinkers, crisis of the higher school arose in an era of "manufactured uncertainty" (Giddens, 1990) and was connected with system crisis of a contemporary individualized society (Bauman, 2001). This society is characterized by wasteful consumer culture (Bauman, 2007), adherence of universities to the values of academic capitalism (Slaughter & Rhoades, 2004) in the logic of postmodern mentality (Lyotard, 1979). Being strengthened by the going globalization these transformations undermined intellectual immunity of traditional educational institutes including universities (Hutcheson, 2011). In our opinion, the main threats to the higher school proceed from attempts to impose on it the one-sided standards and the simplified approaches to an assessment of its own identity and a role in the real world overflowed with ambiguity and uncertainty (Bauman, 2000). In the present unpredictable and uncertain world, many people expect that higher school (and the university in particular) will realize its intellectual and innovative potential (Barnett, 2000).

It is undoubted that the main universal-innovative value of the higher school is the knowledge. As D.N. Tiwari remarked figuratively, "The attainment of knowledge is of the highest value; it is the light, the guide in learning the way that leads life from falsity to truth, from ignorance to wisdom, from mortality to immortality and for that reason it is value" (Tiwari, 2011, p. 35). Meanwhile, the value of knowledge can vary considerably depending on a cultural context and the social order. Different times and eras demand such type of knowledge which answers to necessary problems of society and can bring it to a new level of development. Therefore, the higher school innovative potential in many cases has a socio-cultural appointment; it consists in helping society to expand the horizons of self-consciousness for a sustainable development.

However, today these horizons are washed away by influence of deconstructive reformations in line with the postmodern culture. One of such trends is the tendency to *de-rationalization* of education as forms of devaluation of consciousness (Jacoby, 2008). According to conclusions of some authors, under cover of Bologna Process the Humboldt's classical model of national university is dismantled (as outdated and not answering to post-industrial society, etc.) (Schultheis, et al., 2008). The unified-service model comes to this place; this model is directed on formation of *competences* instead of *knowledge* (Barnett & Griffin, 1997). This kind of institutional inversion leads to the withdrawal of the educational system from the sphere of knowledge, from its fundamental and theoretical function, from the culture of universal understanding (Liessmann, 2006).

So, in practice it is noted that on the one hand, there is a strengthening of a utilitarian component of education which focuses on assimilation not so much of knowledge, but procedures and technologies. On the other hand, there is a weakening of a scientific and fundamental component of training that stimulates unacademic forms of communication in educational sphere, and increases demand for unscientific schemes of outlook.

## Method

The purpose of our study was to describe the civilizational determinants of the innovative mission of higher education. We sought to show the dependence of higher school development on the cultural vector, which dominates in the public order.

This study was conducted on the basis of the method of socio-cultural determination and constructing, which developed in the fundamental works of well-known scientists (e.g. Berger & Luckmann, 1966; Searle, 1995). We believe that the innovative potential and mission of the higher school lies in its ability to offer the society a promising project of progressive development. And this project is called upon to contribute to the dynamic and balanced development of society on an intellectually constructive level. In this sense, the innovative potential of higher school can be represented as a kind of genome of the self-reproduction of culture (Gasset, 1999). Ensuring innovative practices in higher education should be based on its understanding of a multivalve and multi-layered cultural process in which the unity of learning and research is achieved. This process can not be described and defined in the framework of unambiguous schemes, paradigms and concepts. Experience of history shows that the classical university as a social institution develops at the crossroads of various socio-cultural values: religious, civil, educational, research, corporate, communicative, technological, etc. (e.g. Rudy, 1984). This set of values in the university domain provided an expanded range of opportunities for innovation (which has always distinguished higher education from secondary and secondary special schools).

## Results

### *Socio-cultural domains of the higher school's innovative development*

For understanding of a driving intensions of university innovative practice it is necessary to address to cultural values which dominate in society and set a certain human dimensions of education. These dimensions represent implicit system of coordinates that define priorities, goals, principles and the corresponding standards of construction of the educational sphere. Such system makes itself felt and finds an embodiment in educational policy, in formation of mission, the purposes and content of education, in a choice of criteria of quality of education, and also in forms, methods and technologies of training, in management of the higher school and educational process (Shutenko, E. & Shutenko, A., 2015). Depending on prevalent social idea which forms a mainstream and the cultural priorities, all variety of forms and models of the higher school design can be referred to several basic domains: social-focused, theology-focused, anthropocentric, profession-focused, scientific-focused, ideology-focused, market-focused.

- *Social-focused domain* means that the higher school, first of all, is intended for educate of citizens which are capable to put into practice interests of society. The theory and practice of education are set by the value of a public duty. The higher education has to form competences of civil activity and been as the social elevator for active members of society. The innovative mission of the higher school consists in its ability to develop progressive models of social functioning.
- *Theology-focused domain* gives to the higher school and education the universal sense consisting in movement to the supreme values of a spiritual growth (Newman, 1917). Such domain provides unity of belief, truth and knowledge. The medieval university was appeared in a bosom of this domain and its innovative role consisted in advancing of moral outlook and universal knowledge about reality and the world as a whole.
- *Anthropocentric domain* turns the higher school to the values of humanism, answering on predominating idea of the human being as crown of nature. The innovative potential of such domain manifests itself in the cultivation of creative thinking within the framework of progressive didactics aimed on perfection cognitive-productive abilities that open the way to Enlightenment.
- *Profession-focused domain* is associated with the increasing of the specialization of economy and society with leading idea of employment. In this dimension, the value of education is determined by its usefulness. The higher school is called upon to form experience of effective functioning in the

established system of labor division, and its innovative mission is to prepare of the advanced professionals and productive technologies.

- In *scientific-focused domain* the higher school is obliged to serve science and, first of all, natural science. The value of truth and search of essential nature of things as a cultural dominant defines Humboldt's university model. Higher school has to form experience of objective research, scientific search, experience of experimenting. In education it is important to teach students to subject thought to the analysis and scientific check. In accordance with this domain, the innovative mission of a higher school derives from its ability to implement discoveries and develop breakthrough studies.
- *Ideology-focused domain* subordinates the higher school to political goals and tasks. This domain is built in compliance with a cultural dominant of the power as main value of existence. The higher school is intended to strengthen state power and must first of all form experience of loyalty to a certain political system. Its innovative mission is to prepare constructive ideologies and their adepts.
- *Market-focused domain* binds the higher school to purely economic interests and treats it as a commercial enterprise. According to dominant of monetarism in culture and economy the main task of the higher school is to make profit, and it's preferable in a money equivalent. Economic laws and mechanisms are moved to the sphere of higher education which is treated as a part of the market of educational services and scientific works. The innovative mission of higher school is seen in its ability to create a system of profitable proposals within the framework of education-as-consumption schemes that appropriate to a market conjuncture.

As a whole, the resultant moment of action of various domains is a certain type and structure of the personality. Therefore for understanding of what kind of educational domain we deal, first of all it's necessary to pay attention to how it influences on a person. The higher school can prepare the person for community service, learn to bring benefit, to survive, to create and discover, but also can learn to obey and sacrifice, to use and adapt. And these patterns correspond to various aims, types and models of education which are reflected in some researches (Aldrich, 2010).

#### *The person-focused domain as a basis for higher school's innovative development*

The fruitful, centuries-old path of university history indicates that its sustainable innovative potential is maintained by combining in the design of the university various types of socio-cultural domains (Rudy, 1984).

The main secret of the higher school's viability consists, in our opinion, in a variety of combinations and convergences described above domains which create by their connection the whole institute for personality development. It is necessary just to understand what binds all these domains together in general unity?

The answer to this question can be found by detection of one more valuable domain which we consider as a key factor in development of the higher school's innovative capacity. There is a *person-focused* domain of education and innovative activity that represents an internal dimension and implicit axis of the higher school's functioning as the institute of civilization renewal. This domain is similar to a binding thread which passes through all socio-cultural layers of higher education sphere (Doroshenko et al., 2017). The special dominant generates and supports person-focused domain, it also determines all other values of education. It is a dominant of a culture in primary form. It is about culture as universal unity of outlook and behavior, life and consciousness, science and practice.

Person-focused domain is the not unified model of the higher school creation with rigid structure and hierarchy. This value source represents a wide field and range of opportunities for determination of the higher school identity, offering plurality of various models and approaches of creation of the educational

and scientific practice, aimed at the full development of the student as active participant of professional, civil, cultural, leisure, information and so forth types of activity (Shutenko, E. et al., 2016).

As soon as education moves away from the value of personality, all socio-cultural domains are disintegrated. Meanwhile attempt to build an educational and research process in the higher school without person-focused domain in a limited framework of the some one of domain leads to deformation and degradation of the higher school institute because it closes the sphere of opportunities and conditions for students self-fulfillment and for carrying out fruitful innovations.

### Discussion

#### *Monopoly of market-focused domain as hindrance to sustainable innovative development of the higher school*

The concept of socio-cultural domains allows approaching to understanding of that difficult situation in which there was the Russian higher school at a turn of the last centuries. It was a real crisis situation which is caused by socio-cultural inversion in the educational sphere, made in the Post-Soviet period. Then in a short time was made a replacement of opposite poles replacement of the higher school (market-focused domain began to dominate instead of ideological) at simultaneous decrease and even cutting off other important orientations (social-focused, scientific-focused etc.). Such a sharp drop of values in the socio-cultural status of universities led to formation of institutional vacuum with the subsequent emission of destructive energy which caused negative consequences in the sphere of the higher education, having rejected the country on the periphery of a civilization scale of development in this sphere. As a result, today we are dealing with a monopoly of the market-focused domain in education, which seeks to establish commercial rules, mechanisms and standards of the higher education functioning. Following these standards, the higher school purposefully turns into an "educational supermarket" on the global market of educational services and innovative technologies (Ryzhkova & Sergeev, 2010).

This tendency especially clearly made itself felt at the beginning of the current century, then the market-focused domain actually forced out other approaches to educational process in Russia as well as in western countries (Roger, 2004).

In market-focused domain the basis of educational activity is deformed, students lose opportunity to get experience of self-changes as it is demanded by psychological and pedagogical sciences (Davydov, 1999). In accordance to the principle of expenses minimization students are exempted from the need for self-modifying, the logic of person development in educational process is replaced by logic of consumption of a teaching material, the logic of intellectual effort is replaced by logic of satisfaction and the logic of educational activity is replaced by logic of service. As a result the basic educational principle ceases to work, namely, the principle of the *leading role of teaching* in psychological development of human being (Vygotsky, 1997). Thus, there is a process of alienation of the student from educational activity.

The paradox of the higher education today is that owing to its commercialization and a mass character now not graduates of schools fight for their receipt in higher education institutions and vice versa. Moreover, universities by means of Unified State Examination are actually deprived of possibility of selection of suitable students personally. Such an institutional inversion is a logical consequence of the new "rules of the game" that were introduced into the higher school and do not meet its cultural appointment and mission.

Psychologically outcome of this pseudo-educational situation consists that the age logic in student's years of life demands intense cerebration, but education in a format of service ceases to be difficult, ceases to load. As a result during the time of training in higher school young people receive an irreversible



development gap, which cannot be compensated in the next years. The person loses chance of fruitful development not only in professional, but also in the intellectual, personal relations.

### Conclusion

Commercial invasion into the higher school affects the core of the educational process, causing the erosion and corroding of its foundations, such as: the goals of education, the content of education and the methods (technology) of education.

1. Market-focused domain belittles the general idea and the aim of education in the higher school, to be exact lack of principles and aimlessness is offered as the basis for new identity. Therefore the general vector of development is lost, there is no advance to over-personal values. The target image of the human as a creator is no good because of his impractical nature and is replaced with the pragmatic human-user whom problems of reproduction of society and culture do not worry.

2. In regard of content of higher education, the pragmatism of learning forces out the universal and fundamental content of training. The level of education standards is lowered to tightly applied things, and the higher school gradually goes down to the level of a craft school of mass preparation of a cognitariat and a consumtariat with a necessary set of competences. The intellectual basis of education is replaced by operational, which instead of knowledge forms technical skills. The mass character of learning (as a result of its commercialization) irrevocably displaces the model of the Humboldt research university, leading to weakening of the intellectual resource of the higher school which in most cases becomes absolutely available. Thus, the higher school actually stops being elite (in cultural sense), turning into a step after secondary education with necessary specialization for broad use. In regard of the education content there are not qualitative differences between secondary school and higher school.

3. As for technologies of education, the market logic demands application of the facilitated forms and methods of preparation, which suit for market mechanisms of supply and demand. The main goal of education is to prepare for effective functioning, "to pack into a profession", therefore it is necessary "to train" (i.e. to pass through system) as much as possible students with the smallest expenses. In this regard, universities stake on a wide use of formalized courses, detailed didactic software packages (educational complexes, modules, etc.), as much as possible detailed technologies of education possessing high "capacity" at the rate of number of students in unit of training hours. There is also a great need for distant and virtual educational forms on the basis of new informational and communicative technologies. The decline in the innovative potential of higher school at the present period is a logical effect of monopoly of market-focused domain which violates universality of the higher school's cultural construction (aimed historically on eternal values) to conform to the current requirements of the market. Under the veil of commercial values, higher school can no longer discover the fundamental heights of scientific knowledge, does not require perfection, and does not contribute to the inner moral development of the personality. Education and knowledge, being transformed into subjects of use, lose the sacred and timeless essence, becoming consumer goods in the structures which are called today as universities, academies and so on. As a result we have crisis of the higher school which captured not only Russia, but also the Western world as a whole where its signs were shown slightly earlier owing to natural dissemination of the economic values fed by traditions of capitalist society.

The way out of this situation may be connected with the restoration of the civilizational corps of higher school on the basis of recognition of its poly-cultural status and the development of its basic socio-cultural domains which are grouping round the values of personal knowledge and innovative development.



## References

1. Aldrich, R. (2010). Education for survival: an historical perspective. *History of Education*, 39 (1), 1-14.
2. Barnett, R. (2000). *Realizing the University in an Age of Supercomplexity*. Buckingham: Open University Press/SRHE.
3. Barnett, R. (2011). *Being a University*. Abingdon: Routledge.
4. Barnett, R., & Griffin, A. (1997). *The End of Knowledge in Higher Education*. London: Cassell.
5. Bauman, Z. (2000). *Liquid modernity*. Cambridge: Polity Press.
6. Bauman, Z. (2001). *The Individualized Society*. Cambridge: Polity Press.
7. Bauman, Z. (2007). *Consuming Life*. London: Polity Press.
8. Berger, P. L., & Luckmann, T. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Doubleday & Company, New York.
9. Bok, D. (2004). *Universities in the Marketplace: The Commercialization of Higher Education*. Princeton, N.J: The Princeton University Press.
10. Davydov, V.V. (1999). What is Real Learning Activity? In M. Hedegaard & J. Lompscher (Eds.), *Learning Activity and Development* (pp. 123-138). Aarhus: Aarhus University Press.
11. Doroshenko, Y.A., Shutenko, A.I., Shutenko, E. & Ospishchev, P.I. (2017). The Personal-Centered Model of Development of the Small Enterprises in Universities for High-Tech Sector of the Russian Economy. *International Journal of Applied Engineering Research*, 12(19), 8137-8143.
12. Gasset, J. (1999). *Misión de la Universidad y otros ensayos sobre educación y pedagogía*. Madrid: Revista de Occidente.
13. Giddens, A. (1990). *The consequences of modernity*. Cambridge: Polity Press.
14. Habermas, J. & Blazek, J.R. (1987). The Idea of the University: Learning Processes. *New German Critique*, 41, 3-22.
15. Hutcheson, P.A. (2011). Goals for United States Higher Education: from Democracy to Globalization. *History of Education*, 40 (1), 45-57.
16. Ilyinsky, I.M. (2002). *Educational revolution*. Moscow Humanitarian and Social Academy Publ.
17. Jacoby, S. (2008). *The Age of American Unreason*. New York: Pantheon Books.
18. Liessmann, K.P. (2006). *Theorie der Unbildung*. Wien: Paul Zsolnay.
19. Lyotard, J.-F. (1979). *La Condition postmoderne: rapport sur le savoir*. Paris: Minuit.
20. Newman, J.H. (1917). *The idea of a university*. London: Longmans, Green and Co.
21. Readings, B (1996). *The University in Ruins*. Cambridge: Harvard University Press.
22. Roger, G. L. (2004). *Knowledge and Money: Research Universities and the Paradox of the Marketplace*. Stanford University Press.
23. Rudy, W. (1984). *The Universities of Europe, 1100-1914*. London: Associated University Presses.
24. Ryzhkova, I. & Sergeev, A. (2010). Specific Features of internationalization of higher education in the framework of the northern dimension. *Baltic Region*, 3, 24-37.
25. Schultheis, F., Roca i Escoda, M., & Cousin, P. F. (2008). *Le Cauchemar de Humboldt. Les reformes de l'enseignement superieur europeen*. Paris: Raisons d'agir.
26. Searle, J. R. (1995). *The Construction of Social Reality*. New York: Free Press.
27. Shutenko, E.N. & Shutenko, A.I. (2015). Socio-Cultural Trends in the Development of the Higher School's Innovative Potential. *Procedia - Social and Behavioral Sciences*. 214(5), 332-337.
28. Shutenko, E. N., Shutenko, A. I., Tarabaeva, V. B., Pchelkina, E. P. & Sharapov, A. O. (2016). The Personal-Focused Dimension of Students' Self-Fulfillment in the University Education. *The Social Sciences*, 11(10), 2488-2493.
29. Slaughter, S., & Rhoades G. (2004). *Academic Capitalism and the New Economy: Markets, State, and Higher Education*. Baltimore: Johns Hopkins University Press.

30. Tiwari, D.N. (2011). Values in higher education. *Journal of East-West Thought*.  
<http://www.cpp.edu/~jet/Documents/JET/Jet19/Tiwari35-48.pdf>
31. Vygotsky, L.S. (1997). *Educational Psychology*. Boca Raton, FL: St. Lucie Press.

## Socio-Psychological Features Of Mobbing In Organizations

Larisa E. Zotova<sup>1</sup>, Natalia S. Geraskina<sup>2</sup>, Valentina N. Petrova<sup>3</sup>, Olga I. Shcherbakova<sup>4</sup>, Ludmila N. Gridyaeva<sup>5</sup>, Tatiana V. Pushkareva<sup>6</sup>, Darya B. Belinskaya<sup>7</sup>

<sup>1</sup> Moscow Region State University, Moscow, Russia

<sup>2</sup> The Sechenov First Moscow State Medical University, Moscow, Russia

<sup>3</sup> The Sechenov First Moscow State Medical University, Moscow, Russia

<sup>4</sup> Plekhanov Russian University of Economics, Moscow, Russia

<sup>5</sup> Voronezh State Pedagogical University, Voronezh, Russia

<sup>6</sup> Moscow State Pedagogical University, Moscow, Russia

<sup>7</sup> Moscow State University of the Civil Engineering, Moscow, Russia

\*corresponding author

### Abstract

The article deals with the socio-psychological characteristics of mobbing and its types and forms in municipal and private business organizations. The hypothesis that employees encounter mobbing in the workplace have a number of specific features in the style of interpersonal relations has been verified with the help of the questionnaire to identify mobbing processes in an organization and the technique to identify interpersonal relations. Specific types of behavior were revealed that are characteristic of employees inclined to mobbing. They are authoritativeness, selfishness, aggressiveness, suspicion. Such results can be explained by the fact that their propensity for authoritativeness and proneness to conflict most often causes a negative attitude towards themselves, and in the future, can lead to the infringement on their rights and baiting at work. People, who experience mobbing attacks, have been suffering from strong psychological pressure for a long time. The symptoms such as nervousness, headaches, apathy, or loss of concentration are only the initial stage of the disease. Mental disorders develop with a longer course. Mobbing also has a big influence on the organization, which contributes to the reduction of the quality of productivity. In addition, the article presents practical recommendations to executives and psychologists of organizations for the purpose of ending destructive processes of conflict.

**Keywords:** mobbing, mobbing processes, interpersonal relations, organizational relations, influence of mobbing on personality and organization.

### Introduction

Mobbing in organizational psychology of today is understood as the negative communicative actions of one person or group of people which are directed against an individual, occur very often or over a long period of time and determine the relationship between the criminal and the victim (Koladei, 2007). Psychological violence in the organizational environment is very diverse: from the negative psychological climate at work to an unfair evaluation of work, inadequate requirements of superiors, the threat of dismissal, and so on (Ovsyanik et al., 2015; Oshchepkov & Struchkova, 2015; Masalimova & Chibakov, 2016; Enyashina et al., 2017; Petrova, 2018; Zotova, Plakhotnikova & Sidyacheva, 2015; Ovsyanik et al., 2016; Zotova, 2006; Ju et al., 2017; Davoudi et al., 2018).

H. Leyman (1997), a Swedish psychologist and physician first introduced the concept of "mobbing" into psychological research, treating it as one of the types of psychological violence in the workplace; as "psychological terror", the distinctive features of which are not any negative attitude to the employee, but a systematically repeated hostile and unethical attitude of one or several workers directed against another employee (one or several).

As a separate psychological problem, "mobbing" stands out only in the late 70-s - early 80-s of the twentieth century (Vaniorek, 1996). The term is widely used in European countries, the United States,

Australia. Abroad, researchers who study patterns of behavior in organizations consider mobbing as the most important social issue of our time, as a psychological and ethical phenomenon. Specialists from Russia increasingly started to address this problem.

The term «bullying» is used to refer to this phenomenon in Great Britain (Skavitin, 2004). T. Field (1997) made a significant contribution to the development and popularization of knowledge about bullying. Today he is a successful English businessman and the creator of the most popular resource for victims of bullying- BullyOnLine ([www.bullyonline.org](http://www.bullyonline.org)), the author of the book "Bully in Sight". In the early 90-s, being a hired top manager, Tim Field experienced all the "delights" of psychological terror, which led him to seriously study this problem. He considers the concepts of "mobbing" and "bullying" synonymous, although some researchers distinguish them. So, mobbing implies the type of psychological harassment from the head of an organization, immediate superior, colleague or subordinate, involving the others in a systematic and often recurring baiting.

Thus, they emphasize that a group of persons acts as an aggressor. But bullying implies the "one on one" baiting, in which the persecutor demonstrates aggressive behavior, manifested in malicious pursuit, cruelty, attempts to insult and humiliate the employee, undermining his reputation, etc. In Tim Field's opinion, there is no fundamental difference between these concepts, because even if the aggressor is a group, it always has a leader who is invisible until a certain time (Skavitin, 2004).

### Methodological Framework

Let us consider different types of mobbing in modern organizational psychology (Table 1).

**Table 1.** Kinds of mobbing and their characteristics

Kinds of mobbing	Characteristics
Vertical (bossing)	Psychological terror towards a worker comes from the boss (or from the English word "boss")
Horizontal	Implies baiting one of the workers by the group
Staffing	Baiting the executive by subordinates (from the English word staff)
Bullying	Means one on one baiting (from bully – a hooligan, brawler)
Sandwich-mobbing	Simultaneous baiting vertically and horizontally
Type of mobbing	Characteristics
Latent	Psychological pressure which is put in a hidden form
Open	Open mockery, insults and humiliation
Conscious (premeditated)	Purposeful actions that have a specific, clearly formulated goal: to create such conditions for a person to make him/her leave his/her position
Unconscious (spontaneous)	In this case a person does not have an idea that he is engaged in baiting. One of the colleagues simply arouses constant anger which accumulates and he or she does not have any force to hold this emotion back
Chronical	Having driven out one colleague and feeling bored for a while, the group starts picking another victim

Russian scientists note an increase in cases of psychological violence in every fifth organization of the country (Belykh-Silaev, 2008). The problem of mobbing in Russia is still poorly understood and requires being paid great attention to. Abroad, the topic of mobbing has been heard long, but in Russia many people do not know the concept of "mobbing", but they have encountered the action of mobbing. Mobbing is not something new, it is a well-known fact of escalation of conflicts in professional life, it is simply called a previously unknown term that allows one to raise the awareness and elucidate this topic

(Efimova et al., 2017; Klepach & Gridyaeva, 2017; Masalimova et al., 2014; Mitin, 2016; Mitin et al., 2017; Petrova, 2012, 2017; Rean, Belinskaya & Narovsky, 2013; Salakhova et al., 2017; Zotova, 2008; Fartash et al., 2018; Tastan & Davoudi, 2018). The study involved workers from various fields of activity (both municipal employees and staff members of private firms). In total, the sample amounted to 50 people, including 25 men and 25 women aged from 23 to 60.

The main methodological tool to determine the level of mobbing was the questionnaire for identifying mobbing processes in an organization (Ugnich & Zarzhevsky, 2011), which was created by the authors to study and ascertain the actual data on the existence of mobbing (Koladei, 2007).

Taking account of foreign researchers' experience of the problem of mobbing, which revealed the significant dependence of respondents' answers on the formulation and degree of the detailed character of questions, the questionnaire presents two blocks specified according to the object principle:

- the respondent himself is the object of questions of the first block;
- a colleague of the respondent is the object of questions of the second block.

Besides, the questionnaire contained both direct questions concerning the perception of psychological violence in the workplace by the object, as well as the issue involving multiple choice of 17 mobbing actions, additionally having a gradation in the frequency of these actions in relation to the object for 12 months.

### Results and Discussion

The total number of mobbing actions that the employee himself (in his own opinion) and his colleagues were exposed to was counted on the basis of the data that we obtained in the course of questioning about mobbing processes. After that we divided the sample into three groups: 0-2 – with a low level of mobbing, 3-7 – with an average level of mobbing, more than 8 – a high level of mobbing.

The authors' doubts about the fact that respondents can give different characteristics of mobbing actions regarding themselves and their colleagues were confirmed at the level of tendencies. Indeed, the level of mobbing regarding the person himself is assessed at a lower level than in relation to colleagues, and although these differences are not so significant, partially they can indicate the projection and transfer of unpleasant feelings to other people and the tendency to ignore them for oneself (Table 2).

One of the first assumptions that we wanted to verify in our study was the idea that staff members of different fields of activity (in our case, municipal employees and bank workers) would evaluate mobbing processes in their organizations in a different way. However, neither the methods of descriptive statistics, nor the search for significant differences allowed us to get any reliable results. The hypothesis was not confirmed. It turned out that in our sample, the perception of mobbing, if not identical, at least, it was very close in its characteristics in different spheres of professional activity.

In this situation, we took interest in the question what then the perception of mobbing processes in organizations and the power of their impact can depend on. We decided to propose a social and psychological hypothesis, namely that employees of organizations exposed to mobbing in the workplace (and assessing it highly) have a number of specific features in the style of interpersonal relations.

To verify this hypothesis, we applied the technique of identifying interpersonal relations by T. Leary (in the interpretation of K.R. Chervinskaya (2008), which is also intended for studying relations in small groups.

The analysis of the mean values for the three groups identified by us earlier (Figure 1) was made on the basis of the results obtained, by T. Leary's technique of interpersonal relations. First, in terms of how much employees feel mobbing towards themselves.

You can clearly see the difference in the values between group 3 (with a high level of mobbing) and the first two groups (low and average levels of mobbing). The third group is characterized by such types of



behavior as authoritativeness (octant 1), which indicates the dominance, the desire to be the leader in the team; selfishness (octant 2), they have a propensity for competition, an orientation toward themselves; aggression (octant 3), they are characterized by straightforwardness, severity and sharpness in assessing the others, intransigence; also there is a difference in this type of behavior in groups, like suspicion (octant 4), these people are critical of all social phenomena. According to this diagram, we also can notice a significant difference in the 7th octant, in which this type of behavior is presented, such as friendliness (inclination to cooperation, cooperation, flexibility and compromise in solving problems and in conflict situations), a higher index by this criterion is in groups 1 and 2 of the subjects than in group 3.

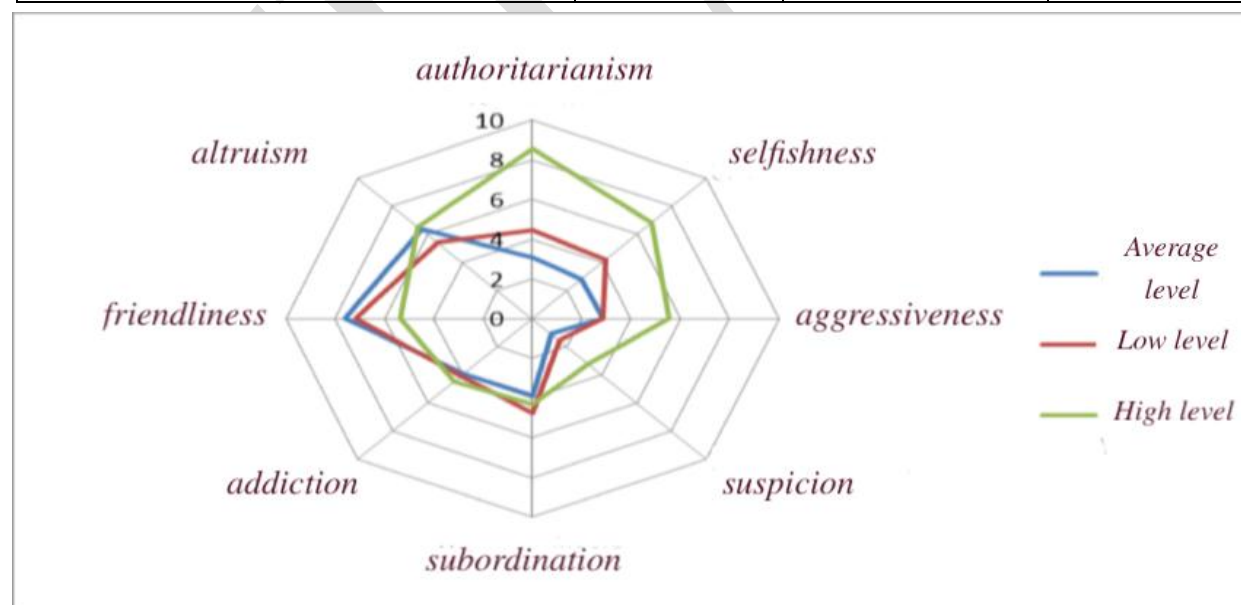
To confirm these tendencies, we checked the results with the help of the Mann-Whitney statistical U-criterion. Let us review the results obtained.

Firstly, while comparing the groups of staff members who did not experience mobbing and experienced an average level of mobbing, no significant differences were found. This means that these staff members have a similar style of interaction in the workplace, in which a friendly and altruistic relationship style prevails.

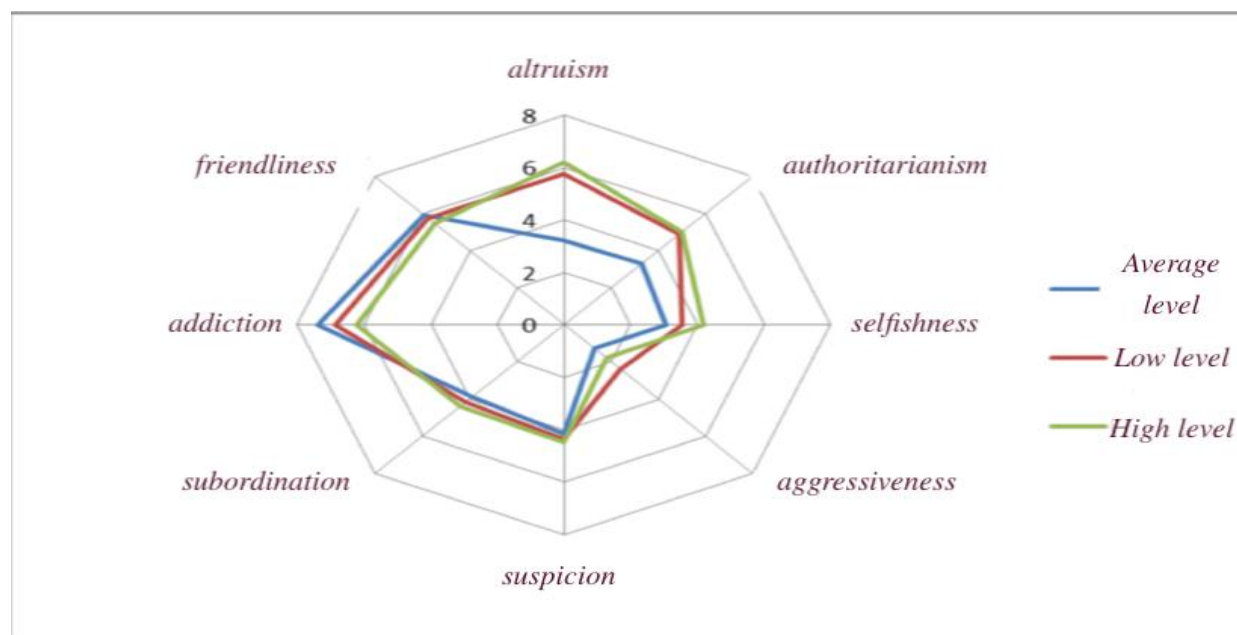
Secondly, when comparing the groups of workers who have experience an average and high levels of mobbing, the following significant data was obtained. The authoritative type of relations is more typical of those people who often experience mobbing at work ( $U = 27.5$ ,  $p > 0.00$ ); one can also say that they are characterized by such types of relations as selfishness ( $U = 53.5$ ,  $p > 0.007$ ), aggressiveness ( $U = 44.5$ ,  $p > 0.002$ ), suspicion ( $U = 57.5$ ,  $0.01$ ). A friendly type of relations is typical of the second group of subjects, who have an average degree of mobbing ( $U = 52.5$ ,  $p > 0.006$ ).

**Table 2.** The level of mobbing expressiveness towards oneself (A) and one's colleagues (B)

High level	26%	High level	30%
low level	36%	low level	34%
average level	38%	average level	36%
A)		B)	



**Figure 1.** Identified styles of interrelations between staff members in the workplace with different level of sensing mobbing towards oneself



**Figure 2.** Identified styles of interrelations between staff members in the workplace with different level of sensing mobbing against colleagues

Thirdly, when comparing the values of employees who do not experience mobbing, and employees with a high degree of severity of mobbing, we obtained the following results. Employees who often experience mobbing at work in relation to themselves are characterized by such types of relationships as authoritativeness ( $U = 15, p > 0.00$ ), selfishness ( $U = 27, p > 0.00$ ), aggressiveness ( $U = 43, 5, p > 0.003$ ), suspicion ( $U = 43.5, p > 0.003$ ). But the subjects with a low expression degree of mobbing are characterized by a friendly type of relationship ( $U = 25.5, p > 0.00$ ).

The obtained results, in our opinion, are explained by the fact that the proneness to authoritativeness, conflicts, intransigence of the employee most often arouses a negative attitude and criticism from the others, and further infringement on the rights and baiting at work.

Similarly, according to the method of interpersonal relations by T. Leary, the mean values were analyzed in three groups from the point of view of how employees see the manifestations of mobbing in relation to their colleagues (Fig. 2). It can be noted that the results of Groups 2 and 3 are almost similar in their values and there are no significant differences.

As for group 1 (with a low degree of mobbing) and group 3 (with a high degree of mobbing), there are significant differences in such types of relations as authoritativeness (1 octant), selfishness (2 octants); employees with similar styles of relations are more likely to notice mobbing in relation to their colleagues. We also subjected the results to the mathematical analysis using the Mann-Whitney U-test. In the first two cases, no significant results were found. When comparing the first and third group of subjects, the following results were revealed: it turned out that people with authoritative ( $U = 56, p > 0.004$ ) and selfish ( $U = 76, p > 0.031$ ) types of relations notice the mobbing towards their colleagues. This suggests that people with a selfish type of relations tend to notice mobbing not only in relation to themselves, but also in relation to others; perhaps this is a variant of projection as a transfer.

## Conclusions

Thus, we can draw the following conclusions. People who encounter mobbing at work have a number of characteristics of interpersonal relations. In this empirical study we have identified specific types of behavior that are characteristic of employees experienced mobbing. They are authoritativeness, selfishness, aggressiveness, suspicion. Such results can be explained by the fact that their propensity for authoritativeness and proneness to conflict most often causes a negative attitude towards themselves, and in the future, infringement on their rights and harassment at work.

People, who experience mobbing attacks, have been suffering from strong psychological pressure for a long time. The symptoms such as nervousness, headaches, apathy, or loss of concentration represent only the initial stage of the disease. With a longer course, mental disorders develop. Mobbing also has a big influence on the organization, which reduces the quality of productivity.

## Recommendations to Managers and Psychologists of Organizations

**Organizational prevention.** Working conditions in an organization is a factor that has a great influence on the emergence of mobbing. In accordance with this preventive measures are a transparent work organization, jobs with flexi-time, corresponding to the level of employee productiveness and favorable external conditions. In order to ensure the organization of the workplace, it is necessary to describe the workplace itself and activity within the organization. To do this, one should clarify the range of tasks, requirements, authorities and guidance for action in detail. For instance, intra-organizational relations are regulated through a written contract and thereby prevent misunderstanding, role conflicts. In addition, transparency should also be created for the organizational purposes of certain areas of activity and the entire organization to prevent role conflicts and lack of motivation.

**Supervision.** Supervision is an important application to psycho-hygiene within the organization. Supervision is suitable for mobbing cases, since this method contributes to the emergence of such viewpoints that are the most important for the timely termination of the destructive conflict. The fact that the same observer makes different views on one conflict situation creates an obstacle to excessively fast polarizing thinking. Thus, changing points of view makes it possible to stop the destructive process of conflict.

It is also recommended to conduct training courses for managers, to prevent conflict, to use coaching, this will all help to solve the problems of mobbing constructively.

## References

1. Belykh-Silaev, D.V. (2008). Legal intervention in the mobbing process. *Juridical psychology*, 4, 46-48.
2. Chervinskaya, K.R. (2008). The technique of interpersonal relations: the experience of explicating the knowledge of an expert psychologist, interpretational schemes: a methodical manual. St. Petersburg: Rech.
3. Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1359-1369.
4. Efimova, O.I., Oshchepkov, A.A., Chirkovskaya, E.G., Klepach, Yu.V., Gridyaeva, L.N. (2017). The Experience of Studying Specific Features of Social Attitudes and Value Orientations among Normative and Deviant Teenagers. *Eurasian Journal of Analytical Chemistry*, 12(7b), 1549-1553.

5. Enyashina, N.G., Gridneva, S.V., Khudyakova, T.L., Gridyaeva, L.N., Pozharskay, E.L., Deberdeeva, N.A. (2017). Development of Higher Education Students' Creative Abilities in Learning and Research. *Eurasian Journal of Analytical Chemistry*, 12(5b), 753-763.
6. Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1497-1507.
7. Ju, R., Buldakova, N.V., Sorokoumova, S.N., Sergeeva, M.G., Galushkin, A.A., Soloviev, A.A., Kryukova, N.I. (2017). Foresight methods in pedagogical design of university learning environment. *EURASIA Journal of Mathematics Science and Technology Education*, 13(8), 5281-5293.
8. Klepach, Y.V., Gridyaeva, L.N. (2017). Features of the i-sphere of teachers. *Izvestia Voronezh State Pedagogical University*, 275(2), 86-89.
9. Koladei, K. (2007). Mobbing. Psycho-terror in the workplace and methods for overcoming it: Translated from German. Kharkov: Publishing house «Humanitarian Center».
10. Leyman, H. (1997). Mobbing. Psychoterror am Arbeitsplatz und wie man sich dagegen wehren. Reinbek: Reinbek bei Hamburg.
11. Masalimova, A.R., Schepkina, N.K., Leifa, A.V., Shaidullina, A.R., Burdukovskaya, E.A. (2014). Mentoring perfection in modern enterprises conditions: practical recommendations. *American Journal of Applied Sciences*, 11(7), 1152-1156.
12. Masalimova, A.R., Chibakov, A.S. (2016). Experimental analytical model of conditions and quality control of vocational training of workers and specialists. *Mathematics Education*, 11(6), 1796-1808.
13. Mitin, S.N. (2016). Psychotherapeutic approach in the management of the development of educational systems. *Simbirsk Scientific Journal Vestnik*, 4(26), 31-39.
14. Mitin, S.N., Belinskaya, D. B., Vasyakin, B.S., Kamneva, E.V., Lipatova, N.V. (2017). A socioeconomic approach in studying key types of the peronality's viability. *Modern Journal of Language Teaching Methods*, 5, 18-28
15. Oshchepkov, A.A., Struchkova, L.V. (2015). Experimental study of socio-psychological correction of personal characteristics of adolescents with aggressive behavior. *Simbirsk Scientific Journal Vestnik*, 3(21), 63-70.
16. Ovsyanik, O.A., Belinskaya, D.B., Kochetkov, I.G., Deberdeeva, N.A. (2016). 'Specific Features of Value Orientations and Social Mindsets of Deviant Teenagers'. *International journal of environmental & science education*, 11(18), 12327-12336.
17. Ovsyanik, O.A., Zotova, L.E., Shulga, T.I., Sidyacheva N.V. (2015). The manifestation of aggressive behavior in the process of socio-psychological adaptation of the individual. *Modern research of social problems*, 1, 36-47.
18. Petrova, V.N. (2012). From theory to practice of developing the experience of creative and self-educational activities of students. *Bulletin of the development of science and education*, 5, 82-87.
19. Petrova, V.N. (2017). The role of pedagogy in the training of residents. *Medical education and university science. Moscow: Publishing House of the First Moscow State Medical University*, 1(9), 38-42.
20. Petrova, V.N. (2018). The role of reflection in the training of residents. *Medical education and university science. Moscow: Publishing House of the First Moscow State Medical University Sechenov*, 1(11), 36-44.
21. Rean, A.A., Belinskaya, D.B., Narovsky, V.M. (2013). Problems of social adaptation of students of the «Risk Groups» of orphaned children. *Vesnik of the Moscow University of the Ministry of Internal Affairs of Russia*, 5, 235-239.
22. Salakhova, V.B., Tashcheva, A.I., Gridneva, S.V., Zhmurin, I.E., Mikhaylovsky, M.N. (2017). Experimental study of social and psychological correction of the teenage peronality's values and

- motivation sphere who is prone to deviant behavior. *Modern Journal of Language Teaching Methods (MJLTM)*, 7(4), 12-20.
23. Skavitin, A. (2004). Mobbing the staff: the experience of foreign research. *Personnel management*, 8, 16-18.
24. Tastan, S.B., & Davoudi, S.M.M. (2015). An Examination of the Relationship between Leader-Member Exchange and Innovative Work Behavior with the Moderating Role of Trust in Leader: A Study in the Turkish Context. *Procedia social and behavioral sciences*, Elsevier, 181, 23-32.
25. Ugnich, E.A., Zarzhevsky, S.G. (2011). Mobbing in the work collective. *Modern problems of human resources management*. Nizhny Novgorod: Decom.
26. Vanioerek, L. (1996). Mobbing: when your job becomes the hell. Moscow: Interexpert.
27. Zotova, L.E. (2006). Psychological factors of aggressive behavior of senior pupils. PhD Thesis. Moscow: Moscow State Regional University.
28. Zotova, L.E. (2008). Aggression as an active manifestation of frustration in the light of the theory of mental states N.D. Levitov. *Problems of interaction in psychology and social practice*. URL: <https://cyberleninka.ru/article/n/rol-personalnyh-resursov-v-formirovanii-predstavleniya-pedagogov-o-resursoobespechennosti>
29. Zotova, L.E., Plakhotnikova, I.V., Sidyacheva, N.V. (2015). Behavioral component in the structure of self-concept of personality: a theoretical and practical aspect. *European Social Science Journal*, 8, 284-291.



## Personal Determinant Features Of Contemporary Students Asocial Behavior

Aida V. Kiryakova 1, Evgeniya I. Tikhomirova 2, Svetlana I. Glukhikh 3, Svetlana V. Saltseva 4, Vadim V. Kolga 5, Maria A. Bezborodova 6, Olga V. Popova 7,8, Irina V. Afanaseva 9

<sup>1</sup> Department of the General and Professional Pedagogics, Orenburg State University, Orenburg, Russia

<sup>2</sup> Department of Pedagogics and Psychology, Samara State Social and Pedagogical University, Samara, Russia

<sup>3</sup> Department of Psychology and Social Pedagogy, Ural State Pedagogical University, Yekaterinburg, Russia

<sup>4</sup> Department of Pedagogy and Sociology, Orenburg State Pedagogical University, Orenburg, Russia

<sup>5</sup> Department of Aircraft, Reshetnev Siberian State University of Science and Technology, Krasnoyarsk, Russia

<sup>6</sup> Department of Foreign Languages, Moscow State Pedagogical University, Moscow, Russia

<sup>7</sup> Department of Legal Regulation of Economic Activity, Financial University under the Government of the Russian Federation, Moscow, Russia

<sup>8</sup> Department of History and Theory of State and Law, Russian State University of Humanities, Moscow, Russia

<sup>9</sup> Department of Legal Psychology and Law, Moscow State Psychological and Pedagogical University, Moscow, Russia

\*corresponding author

### Abstract

The relevance of the study is due to the fact that the dynamics of changes in modern society entails the formation of new models of social behavior, which are particularly evident in the student environment. These models can be both adequate to the current social situation and asocial one - deviant. The study of personal determinants in the formation of certain models of social behavior is necessary on the one hand to improve the prevention and correction of socially undesirable, deviant models, and to stabilize and develop socially approved ones. The study is aimed at studying the characteristics of personal determinants in the formation of students' asocial behavior. The article presents the results of an empirical study of the personal determinants' characteristics of students' asocial behavior. It is established that students because of their individual psychological characteristics are emotionally unstable, prone to imitation, prone to depression and too sociable, which can cause rash actions, lead to dependence on the people who are stronger in the psycho-emotional terms and lead to partial loss of self-control over their behavior. The emotional sphere of modern students is characterized by obtaining positive emotions from the achievement of goals, broad and diverse communication, which is often superficial, as well as from contact with the mysterious and unusual, which can provoke rash acts and contacts with representatives of deviant, marginal, anti-social layers. The study of the volitional sphere showed that self-regulation of behavior among male students is more developed than among female students, which leads to the conclusion that young men have a lower risk of involvement in asocial behavior and, if they have already formed certain patterns of asocial, anti-deviant, delinquent behavior, they are more likely to change their behavior into Pro-social orientation.

**Keywords:** personal determinants, social behavior, asocial behavior, adequacy, deviation, students.

## Introduction

In modern Russia, the problem of asocial, destructive or auto-destructive youth movements and groups spreading, involving an increasing number of young people, including students, is becoming more acute. There are many reasons for that. This is an unstable socio-economic situation, which is particularly acute for the younger generation, and the increasing influence of the Internet and social networks (Ju et al., 2017; Prokofieva et al., 2018, Tastan et al., 2018), and a certain spiritual crisis and the blurring of values and normative guidelines, and the problems associated with the training and education system. But an important role in asocial behavior among young people is played by personal characteristics, which actualizes their study within the framework of personality psychology, social and pedagogical psychology.

Social behavior of a person is considered as a result of social situation's interpretation, giving it certain values and meanings in the social context. Individual understanding of the social situation and the corresponding social behavior are realized by a person on the basis of a mental program formed in the process of social communication and including both conscious and unconscious components (Lubskiy, 2014, Davoudi et al., 2018). Social behavior is a qualitative characteristic of social action and interaction and implies how a person behaves in different situations, in different social environments. People can be in the same situation, engage in the same activity, but the behavior of each individual will be special, individual (Kozyrev, 2005).

Asocial behavior is a system of actions or individual actions of a person, which are characterized by non-compliance with social rules and norms existing in a particular society, and which threaten the well-being of interpersonal relations and prevent the possibility of self-development and self-realization of a person in the society to which he/she belongs (Arutyunova, & Yeremina, 2013, Fartash et al., 2018).

In our study, we consider the personal determinants of students' asocial behavior in the field of individual psychological characteristics, features of the emotional sphere in the aspect of emotional orientation and characteristics of the volitional sphere in the aspect of behavior self-regulation.

Individual psychological characteristics of the individual are a set of features that allow characterizing the personality that distinguish it and give it individuality. This is the sum of innate properties, transforming into the process of socialization in traits, and then into the personal characteristics that influence the behavior and human activity (Gippenreiter, Puzyrey & Arkhangelskaya, 2009; Manannikova, 2011).

Under the emotional orientation the need of the individual is understood in specific experiences and the desire of a person to get into a situation in which he/she can experience pleasant emotions for him/her. Emotional orientation involves the perception of emotion as a value, its special significance of those or other for a particular person, to some extent determining his/her position in life. The nature of emotional orientation has an impact on most features of the individual's emotional sphere. It, in turn, affects a person's perception of reality, his dreams and plans, the choice of behavior, activities, communication sphere, loved ones, the idea of life and happiness, etc. (Shadrikov, 2002; Ilyin, 2011).

Self-regulation of voluntary activity (behavior and activity) of a person is one of the most important elements of the volitional sphere and is an integral system of mental means by which a person can manage his/her purposeful activity. Self-regulation is implemented as a single process, carrying out the mobilization and integration of individual psychological characteristics of the individual to achieve the desired goals of activity and behavior. In the process of self-regulation the formation of harmonious behavior takes place and thanks to it the ability to manage themselves in accordance with the tasks of the target, to adjust their behavior according to the requirements of life and situational tasks are developed. The style of self-regulation and the degree of its formation are significant determinants of human

behavior in various fields: social, professional, educational and others (Konopkin, 2010; Morosanova, 2010).

## Materials and Methods

### Research methods

We conducted an empirical study aimed at studying the personal determinants of students' social behavior using a set of focused on their study of valid and proven techniques:

1. For the study of personal psychological characteristics, an individual typological questionnaire developed by L.N. Sobchik (2010) was used. This questionnaire is a personal psycho-diagnostic technique based on the theory of leading trends and allowing identifying the degree of severity of psychological characteristics that affect social behavior such as aggravation, extraversion, spontaneity, aggressiveness, rigidity, introversion, sensitivity, anxiety and emotionality.
2. To study the features of the emotional sphere that determine social behavior, the method "Determination of the General emotional orientation of the person" by B.I. Dodonov was used (Shadrikov, 2002). According to this technique, one can study the emotional orientation, to know what the attitudes of the individual are and the satisfaction of what needs helps it to receive positive emotions. The technique allows to study altruistic, communicative, glorious, praxic, pugnacious, romantic, gnostic, aesthetic, hedonistic and acquisition emotional orientation.
3. To identify the specifics of the volitional sphere that controls social behavior, V.I. Morosanova's (2004) multi-scale survey method "the Style of behavior self-regulation" was used, which allows to determine the degree of formation of conscious self-regulation, its individual characteristics, the components of which are the separate regulatory processes, such as planning, programming, flexibility, modeling, evaluation of results and independence.

## Results

### Features of Personal Psychological Characteristics of Modern Students

The average values and differences in the average values of the individual-typological questionnaire among students throughout the sample, as well as taking into account their gender, are presented in table1.

**Table 1.** The average indicators by the technique "Individually-typological questionnaire»

Psychological features	Average values			T-student's criterion (boys / girls)	
	As whole <sup>a</sup>	Boys	girls	t	P
Aggravation	1,56	1,44	1,67	-0,456	0,650
Extraversion	<b>3,63</b>	3,52	3,74	-0,552	0,580
Spontaneity	2,94	3,37	2,52	2,069	0,044*
aggressiveness	3,52	3,81	3,22	1,580	0,120
Rigidity	3,41	3,89	2,93	3,824	0,000**
Introversion	3,39	3,26	3,52	-0,750	0,467
Sensitivity	<b>3,65</b>	3,04	4,26	-2,643	0,011**
Anxiety	3,20	2,78	3,63	-1,790	0,048*
Emotionality	<b>3,76</b>	3,59	3,93	-0,973	0,335

Notes: 1) \* - differences of averages are reliable at the level of significance  $p \leq 0.05$ , \* \* - differences of averages are reliable at the level of significance  $p \leq 0.01$ ; 2) bold-the three most pronounced indicators in the total sample.

The table shows that modern students have the most pronounced personal psychological characteristics such as emotionality, sensitivity and extraversion. Therefore, one can say that modern students are characterized by emotional instability, rapid change of mood, impressionability, imagination. Their behavior is characterized by imitation; they easily take on any social role.

They are very vulnerable, sensitive, in failure or conflict prone to fall into a depressed state and exaggerate the extent of his/her guilt in the incident. Their attitude to study is responsible, executive, but to the examination situation they react with increased anxiety, have very painful attitude to poor grades. Rudeness, infidelity and resentment they endure very hard, but in love and friendship they are quite constant and loyal.

Modern students are too sociable, which interferes with the purposefulness of their actions, contributes to increased distraction, chatter. Despite the excessive number of friends and acquaintances, communication remains superficial, shallow. They are prone to pranks, jokes, are funny, but they are quite realistic and enterprising. Lies can be used as a way out of a difficult situation; can boast in order to increase their importance in the eyes of others.

Psychological characteristics such as spontaneity and rigidity are most pronounced among young students. They are much more relaxed, prone to free self-affirmation than girls, strive for leadership or independence. Any restrictions that constrain the framework give rise to opposition and a desire for freedom. They are more likely to break the rules and generally accepted standards of behavior because of the spirit of contradiction; they are attracted to everything forbidden. This often causes an early interest in smoking, alcohol, drugs. In the process of learning are not based on systematic studies and the development of knowledge and skills, but developed intuition, effectively use the tips, freely reproducing the whole from small details.

High indicators on the scale of "rigidity" indicate that boys possess more pronounced perseverance in achieving the goal and stubbornness in defending their own point of view. For them, their own status is very important - both in terms of supremacy, power, and from the standpoint of material prosperity. They feel envy for someone else's glory and prosperity, manifest jealousy in friendship and love, and aggression in defending their position and their rights. They have clearly expressed nature of the competition, they are able to fight to the last and win. As L.N. Sobchik (2010) notes, this scale together with the scales "spontaneity" and "extroversion", which is one of the leading among young men, indicates a pronounced hyper-time type of behavior with the most pronounced typological properties. Therefore, one can say that young students are distinguished by such positive psychological features as optimism, the desire for self-development and moving forward, to leadership. They are characterized by energy, perseverance and stress resistance. But at the same time they are often quite hot-tempered and aggressive; any opposition is perceived hostile, which can lead to very strong conflicts. Entertainment in life takes first place in the detriment of professional activity and family life that often becomes the cause of alcoholism, drug dependence and decay of the moral character of the individual. The expressed sexual activities, inconstancy, frequent change of partners also interfere with stability of social life. Such people cannot live by the rules; they commit unconscious acts, and therefore often have difficulties with the law.

The girls-students possess more pronounced psychological characteristics such as sensitivity and anxiety. Therefore, they differ from boys by impressionability, vulnerability, resentment, tendency to depression. They are indecisive, but have an increased sense of responsibility and an internal need to meet the requirements of the social environment. They are more suspicious, fearful, and prone to experiencing causeless fears. They are characterized by a painful experience of reproaches and punishments, increased

nervousness in the situation of passing control tasks and exams. They are faithful and loyal in friendship, but they are comfortable in the role of obedient ones. The prevalence of stereotypical thinking and compromise in behavior do not allow them to achieve bright breakthrough results in their studies and professional activities, and they will always be in an obedient position in relation to strong personalities and demonstrate conformism in social behavior.

The combination of sensitivity and anxiety is a sign of a hypo-time type of behavior characterized on the positive side by seriousness, reliability, honesty, decency and conscientiousness. But at the same time, people of the Hypo-time type have a lower level of energy; they tend to experience a strong sense of guilt, more than others are prone to depression. Such people prefer individual work in their professional activities. Lack of mental energy can lead to regressive behaviors, which in turn can lead to dependence on psychoactive substances (alcohol or drugs) as the only source of activity.

### Features of Modern Students' Emotional Sphere

The average values and differences in the average indicators by the method of "Determination of the General emotional orientation of the personality" among the students throughout the sample, as well as taking into account their gender are presented in table 2.

**Table 2.** Average indicators according to the method "Determination of the General emotional orientation of the person»

Emotional focus	Average values			T-student's criterion (boys / girls)	
	As whole <sup>a</sup>	boys	girls	t	P
Altruistic	4,32	3,34	5,48	-2,724	0,009**
communicative	<b>4,93</b>	4,44	5,52	-1,210	0,231
Glorious	2,51	3,56	1,26	2,212	0,031*
Praxic	<b>5,97</b>	6,44	5,41	1,372	0,175
Pugnacious	2,42	3,66	0,96	2,068	0,043*
Romantic	<b>5,78</b>	5,34	6,30	-0,949	0,347
Gnostic	3,86	5,09	2,41	2,948	0,005**
Aesthetic	3,14	2,03	4,44	-2,375	0,021*
Hedonistic	4,81	4,59	5,07	-0,506	0,615
Acquisition	1,75	2,41	0,96	1,070	0,289

Notes: 1) \* - differences of averages are reliable at the level of significance  $p \leq 0.05$ , \* \* - differences of averages are reliable at the level of significance  $p \leq 0.01$ ; 2) bold-the three most pronounced indicators in the total sample.

The study showed that modern students have the most pronounced praxic, romantic and communicative emotions. That is, they receive positive emotions when satisfying the need for active actions aimed at achieving the goal, obtaining the desired results. They strive for the unusual, mysterious; they are interested in learning the metaphysical meanings of life. They have a high need for communication, the satisfaction of which brings them great pleasure.

Young men-students in comparison with the female students, possess more pronounced glorious, pugnacious and gnostic emotions. Consequently, they strive for fame, praise, success and appreciation of their achievements by other people. They get positive emotions when satisfying the need for risk, overcoming danger, as well as when obtaining new knowledge. Despite the positivity of such aspirations, there are risks that the desire for success can be expressed in socially disapproving behavior (drawing



attention to themselves by negative actions), which can cause addictive, deviant and even delinquent behavior. The desire for risk, for dangerous situations, as a result of which adrenaline dependence can be formed and this kind of behavior can be associated with a risk for their own life and health, and for the life and health of others (for example, participation in stalking, "death groups").

Female students experience stronger positive emotions of altruistic and aesthetic orientation. Girls are more likely to enjoy the perception of beauty, enjoying the beauty in all its manifestations. They have a stronger need to help others, to promote, to share, to give. This focus on other people can cause dependence, subordination to other, stronger people. This can lead to girls becoming victims of domestic or sexual violence, engaging in prostitution or other illegal activities.

### Features of Modern Students' Strong-Willed Sphere

The average values and differences in the average values according to the method "style of behavior self-regulation" among students throughout the sample, as well as taking into account their gender, are presented in table 3.

**Table 3.** Average indicators by the method "self-regulation of behavior»

Types of self-regulation	Average values			T-student's criterion (boys / girls)	
	As a whole	boys	girls	t	P
Planning	4,41	5,83	4,96	1,872	0,047*
Programming	<b>5,50</b>	5,51	5,70	-0,860	0,393
Flexibility	<b>6,41</b>	6,48	6,33	0,302	0,764
Modeling	<b>5,61</b>	6,15	5,00	1,997	0,044*
evaluation of results	5,27	5,17	5,37	-0,450	0,655
Independence	5,05	5,55	4,52	1,818	0,048*
General level of self-regulation	27,86	28,93	26,70	1,966	0,045*

Notes: 1) \* - differences of averages are reliable at the level of significance  $p \leq 0.05$ , \* \* - differences of averages are reliable at the level of significance  $p \leq 0.01$ ; 2) bold-the three most pronounced indicators in the total sample.

According to the study results, most modern students have the most pronounced styles of behavior self-regulation, such as flexibility, modeling and programming. When changing the situation, the appearance of unforeseen circumstances, most often they can easily and quickly rebuild their plans, change the planned actions. In a situation of uncertainty, they can behave adequately and effectively. They are aware of internal and external significant conditions; they really evaluate and integrate them into the system of their behavior. They are able to think and program their own actions and behavior independently.

The study showed that male students have a much higher overall level of self-regulation than females, as well as more developed styles of self-regulation, such as planning, modeling and independence. They have a more formed need for conscious planning of their actions, for construction of realistic, detailed, hierarchical and sustainable plans, for independent setting of goals. Consequently, they have a lower risk of involvement in antisocial behavior and, if they have already committed antisocial, deviant, delinquent behavioral acts, they are more likely to rebuild their behavior into Pro-social orientation.

### Discussions

In modern domestic socio-psychological and sociological research, there are different views on the possible personal determinants of students' asocial behavior. From the sociological point of view, conscious and unconscious violations in human behavior in the social sphere depend on his/her

dissatisfaction with his/her social position, status and the discrepancy of his/her social roles to his/her expectations and aspirations. This includes the influence of reference groups, external objective circumstances in relation to a person, and his /her life world as a whole. At the same time, there is a violation of both rational aspects of behavior, such as consciousness, interests, attitudes, values, etc., and irrational ones – well-being, mood, affects, habits, etc. (Mnatsakyan, 2003).

N.Y. Golubkova (1998) in her research concludes that the cause of various forms of asocial behavior of students is the contradiction between the rational-market value orientations and behaviors promoted in modern society, and the real individual behavior of the younger generation in the youth subcultures. She also notes that despite the fact that students differ in many social characteristics (professional orientation, educational level, social experience) from high school adolescents, there is a convergence of value orientations of these two social groups of young people.

Analyzing the relationship between the labor market, the education system and social behavior, D.L. Konstantinovskiy (2014) comes to the conclusion that the asocial behavior of young people is connected, among other things, with the error in the choice of trajectories of education and professional development, with the professional lack of demand due to the mismatch of qualifications obtained by diplomas to the real level of professional training, with the mismatch of real wages to the expectations of young professionals, with the mismatch of the idea of future professional activities during the training period to the real proposals of the labor market (Konstantinovskiy, 2014).

Sociologists distinguish such personal and social factors that determine the asocial behavior of students as:

- fear of loneliness (Kondratenko, 2014);
- alcohol, drug use, sexual practices (Maksimova et al., 2011);
- lack of social cooperation and mutual assistance, lack of importance of personal opinion and participation, lack of justice, unity and harmony, strong social inequality, uncertainty of the future, lack of confidence in the future (Lubskiy, 2016);
- contradictions between desires and opportunities, tradition and modernity, spontaneity and consciousness, focus on risk or stability; financial distress, unrealized need for fame and popularity at least in their social environment, unsatisfied ambition, unreality for many of a quick successful career and achieving high social status (Kolesnikova, 2017).

Within social psychology, K.S. Vizulina and B.A. Yas'ko (2015) believe that the basis of asocial behavior of personality are factors such as socio-psychological disadaptation, social and professional irrelevance, lack of freedom of choice, reduced ability to make decisions and bring them to life, low sense of life and deformation of the value-motivational sphere.

There are such personal features of asocial behavior among the adolescents and young people as low moral and volitional level of behavior regulation, immorality, inadequate assimilation of social rules, norms and values, depression, anxiety, aggression, hyperactivity, weakness, anger, fear, strong suggestibility and conductive disorders (Arutyunova & Yeremina, 2013).

In addition to the deformation of value orientations, moral guidelines, as a determinants of asocial behavior Yu.V. Slesarev (2014) highlights the lack of culture of feelings and communication, intolerance, non-conformality and underdevelopment of reflection (understanding yourself) and empathy (understanding others).

As determinants of asocial behavior there are also weak dedication to educational and professional activity, the lack of focus as the end result and the process activities; the dependence on the social environment, lack of independence of judgment; inability to perceive other people, lack of attention and ill-will to the people; the rejection of novelty, the inertia estimates, the rejection of new knowledge; the inability to distinguish between goals and means, good and evil; unnatural behavior; unformed skills of

self-development, self-actualization, manifestation of their existing abilities and potential; lack of sense of humor; unwillingness to solve new problems and overcome difficulties, to their consciousness, to realize their experience, to a true understanding of their capabilities, inability to determine their needs and condition, weakness of intrapersonal motivation (Abdurakhmanov & Pyshevskaya, 2012).

S.B. Zyryanov (2013) draws attention to such psychological characteristics that prevent the formation of students' adequate social behavior, as the psychological difficulties of the transition from school to University, poor psychological climate in the student team, personal immaturity, lack of initiative and independence, superficial and frivolous attitude to life in General and to learning in particular.

### Conclusion

Dynamic changes in modern society in general and the system of higher education in particular lead to the formation of new models of both Pro-social and asocial behavior, which are particularly evident in the student environment. There is an acute problem of anti-social, destructive or self-destructive youth movements and groups' emergence and spread, involving an increasing number of young people, including students. The reasons for this are the unstable socio-economic situation, which is particularly acute for the younger generation, and the increasing influence of the Internet and social networks, and a certain spiritual crisis and blurred values and normative guidelines, and the problems associated with the system of education and upbringing. But an important role in antisocial behavior among young people is played by personal characteristics, which actualizes their study within the framework of personality psychology, social and pedagogical psychology.

The study is aimed at studying the characteristics of personal determinants in the formation of students' asocial behavior. The leading theoretical method for the study of this problem is the content analysis of scientific works related to the problem of research, which allows considering comprehensively the analysis of factors contributing to the formation of adequate or deviant models of social behavior among students. Empirical methods were the study using valid diagnostic techniques corresponding to the purpose of the study (for the study of personal psychological characteristics the individually-typological questionnaire was used developed by L.N. Sobchik (2010). To study the features of the emotional sphere that determine social behavior, the method "Determination of the General emotional orientation of the person" of B.I. Dodonov was used (Shadrikov, 2002). To identify the specifics of the volitional sphere that controls social behavior, V.I. Morosanova's (2004) multi-scale survey method "style of self-regulation of behavior" was used, which allows to determine the degree of formation of conscious self-regulation, statistical analysis (comparison of average indicators and t-test of student To determine the reliability of differences in average indicators) and generalization of the results.

During the study, we have identified the following personal determinants that increase the risk of students' asocial behavior. In General, students due to their individual psychological characteristics are emotionally unstable, prone to imitation, prone to depressive States and overly sociable, which can cause rash actions, lead to dependence on the stronger people in psycho-emotional sense, to a partial loss of self-control over their behavior.

Young students' personality and psychological characteristics indicate the predominance of hyper-time type of behavior, which is associated with the risks of increased conflict and aggressiveness, which can cause delinquent behavior, as well as a high level of hedonism, which can lead to alcohol, drug or sexual addiction. Personal characteristics of female students indicate the predominance of the Hypo-time type of behavior, which is associated with a high risk of depression, addiction to psychoactive substances, and even suicidal behavior.

The emotional sphere of modern students is characterized by obtaining positive emotions from the achievement of goals, broad and diverse communication, which is often superficial, as well as from

contact with the mysterious and unusual, which can provoke rash acts and contacts with representatives of deviant, marginal, anti-social circles.

In the emotional sphere, the risks of asocial behavior for young students can be the pleasure of achieving fame and popularity at any cost, as well as the risk of risky behavior and a sense of danger. This can lead to deviant, addictive or delinquent behavior, as well as involvement in destructive youth movements such as stalking or "death groups", which pose a danger to the life and health of not only the participants themselves, but also the people around them.

Female students experience positive emotions from altruistic actions. Focusing on other people can cause falling into submission, into psychological dependence on others. This can lead to girls becoming victims of domestic or sexual violence, engaging in prostitution or other illegal activities. The study of the volitional sphere shows that self-regulation of behavior among male students is more developed than among female students, which leads to the conclusion that young men have a lower risk of involvement in anti-social behavior and, if they have already formed certain patterns of anti-social, deviant, delinquent behavior, they are more likely to change their behavior into Pro-social orientation.

The study of personal determinants in the formation of certain models of social behavior is necessary, on the one hand, to improve the prevention and correction of antisocial, deviant models, and on the other hand to stabilize and develop socially approved ones. The materials of the article are intended for psychologists, teachers-psychologists, social workers, curators and are of practical value for the development of psychological and pedagogical programs aimed at improving the effectiveness of prevention and correction of students' asocial behaviors in the process of studying at the University.

## References

1. Abdurakhmanov, R.A., Pyshevskaya, E.N. (2012). Individual psychological characteristics of students, self-actualizing in the process of studying at the University. *Bulletin of the Russian New University*, 1, 43-53. ISSN: 1998-4618
2. Arutyunova, A.Yu., Yeremina, Y.S. (2013). Asocial behavior of the individual: definition, essence. *Economic and humanitarian studies of the regions*, 5, 5-12. ISSN: 2079-1968.
3. Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1359-1369.
4. Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1497-1507.
5. Gippenreiter, Yu.B., Puzyrey, A.A., Arkhangelskaya, V.V. (2009). *Personality psychology*. Moscow: AST. ISBN: 978-5-17-057858-0.
6. Golubkova, N.Ya. (1998). Social behavior of student youth. *Sociological research*, 9, 123-127. ISSN: 0132-1625.
7. Ilyin, E.P. (2011). *The emotions and feelings*. St. Petersburg: Peter. ISBN: 978-5-4237-0059-1.
8. Ju, R., Buldakova, N.V., Sorokoumova, S.N., Sergeeva, M.G., Galushkin, A.A., Soloviev, A.A., Kryukova, N.I. (2017). Foresight methods in pedagogical design of university learning environment. *EURASIA Journal of Mathematics Science and Technology Education*, 13(8), 5281-5293.
9. Kolesnikova, Yu.V. (2017). Transformation features of youth social behavior models in the sphere of education in the Russian society. *Philosophy of law*, 4(83), 63-69. ISSN: 1817-7085.



10. Kondratenko, E.V. (2014). Actual problems of modern youth as an indicator of social security level in Russian society. *XXI century: results of the past and problems of the present plus*, 2(18), 83-87. ISSN: 2221-951X.
11. Konopkin, O.A. (2010). Psychological mechanisms of activity regulation. Moscow: URSS: Lenand. ISBN: 978-5-9710-0321-2.
12. Konstantinovskiy, D.L. (2014). Education, labor market, youth behavior. *Sociological research*, 3, 55-69. ISSN: 0132-1625.
13. Kozyrev, G.I. (2005). Social action, interaction, behavior, and social control. *Sociological research*, 8, 124 - 129. ISSN: 0132-1625.
14. Lubskiy, R.A. (2014). Statehood and models of social behavior in modern Russia. *Scientific thought of Caucasus*, 1, 32-40. ISSN: 2072-0181.
15. Lubskiy, R.A. (2016). National-state identity and models of social behavior in modern Russian society. *The Bulletin of Adyghe state University*, 1(174), 124-131. ISSN: 2410-3004.
16. Maksimova, S.G., Avdeeva, G.S., Goncharova, N.P. Noyanzina, O.E., Omel'chenko, D.A., Cherepanova, M.I., Kaiser, N.Yu. (2011). Analysis of social behavior risk aspects of the Altai territory population. *News of the Altai state University*, 2, 231-235. ISSN: 1561-9443.
17. Manannikova, E.N. (2011). Personality psychology. Moscow: Publishing and trading Corporation "Dashkov and K". ISBN: 978-5-394-01283-9.
18. Mnatsakyan, M.O. (2003). Social behavior, social communities, social reality. *Sociological research*, 2, 21-28. ISSN: 0132-1625.
19. Morosanova, V.I. (2004). The questionnaire Style of self-regulation of behavior. Moscow: Cognitive Center. ISBN: 5-89353-126-4.
20. Morosanova, V.I. (2010). Self-regulation and individuality of a man. Moscow: Nauka. ISBN: 978-5-02-037102-6.
21. Prokofieva, E.N., Erdyneyeva, K.G., Galushkin, A.A., Prokopyev, A.I., Prasolov, V.I., Ashmarina, S.I., Ilkevich, B.V., Kubiato, M. (2018). Risk Based Ecological Economics to Engineering Students. *EURASIA Journal of Mathematics Science and Technology Education*, 14(3), 753-764.
22. Shadrikov, V.D. (2002). Introduction to psychology. The emotions and feelings. Moscow: Logos. ISBN: 5-94010-159-3.
23. Slesarev, Y.V. (2014). Model of social behavior in the context of formation of integrative-axiological basis of social competence of students. *XXI century: results of the past and problems of the present plus*, 2(18), 69-75. ISSN: 2221-951X.
24. Sobchik, L.N. (2010). Individual-typological questionnaire. Moscow: Borges. ISBN: 978-5-91482-017-3.
25. Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A. (2018). The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students, *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353-2366.
26. Vizulina, K.S., Yas'ko, B.A. (2015). Personal determinants of personality social and psychological adaptation: theoretical and methodological basis of research. *The Bulletin of Adyghe state University*, 1(157), 180-185. ISSN: 2410-3004.
27. Zyryanov, S.B. (2013). Psychological features of the first-year student, factors of activation of his/her successful study and cognitive activity. *Agricultural education and science*, 2. URL: <https://usau.editorum.ru/ru/nauka/journal/97/view#archie> E-ISSN: 2309-7671.



## Problems Of Formation Of Active Bilingualism In Polycultural Russian Society

Elena V. Susimenko<sup>1</sup>, Marianna V. Slizkova<sup>2</sup>, Galina V. Shevtsova<sup>3</sup>, Irina Iu. Dzhulai<sup>4</sup>, Larisa Iu. Fedorova<sup>5</sup>, Anastasia A. Popova<sup>6</sup>

<sup>1</sup> Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

<sup>2</sup> Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

<sup>3</sup> Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

<sup>4</sup> Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

<sup>5</sup> Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

<sup>6</sup> Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

\*corresponding author

### Abstract

the relevance of the study of bilingualism is associated with the fact that bilingualism is directly related to the problem of the competitiveness of the Russian state in the international market, since the latter largely depends on the real ability to communicate effectively. The purpose of this article is to identify the key problems of the formation of active bilingualism in today's multicultural Russian society. The authors show actual problems in the practice of forming active bilingualism in the Russian multicultural society, including: the situation of the competition of languages in the life of a separate ethno-cultural community; the risk of an individual to change the language; priority of the state language over the language of the ethno cultural community; the existence of communication barriers in interpersonal communication; the problem of opposing the language and bilingual grammar; the problem of semantic interlingual interference; the problem of varieties (types) of bilingualism. In conclusion, some directions for further study of the linguistic and socio-cultural problems of bilingualism are suggested.

**Keywords:** active bilingualism, bilingual problems, multicultural society, bilingual, social communication, bilingual communication, first language, second language, language environment.

### Introduction

The importance of various means of communication, in particular, interpersonal, interethnic, intercultural, etc. is constantly increasing in the current conditions of socio-economic development of various multicultural societies. This is due, first of all, to the growing dynamics of the processes of globalization and integration aimed at transforming the diverse sociocultural world into a single organic system. These processes are reflected in the system of higher education as well, forming sustainable bilingual strategies of the university students, associated with the use of a foreign language in their future professional activities (Susimenko & Litvinenko, 2015). Humankind is now becoming a relatively unified population-based education; the historically existing partitions that divided different sociocultural communities from each other are breaking apart (Gafiatulina et al., 2017). In these conditions, the problem of bilingualism is one of the most pressing problems in a modern multicultural society.

Bilingualism exists in countries where the language of the most numerous population receives the status of the state language, it is used as interethnic communication by small peoples.

In the subjects of the Russian Federation, the policy of promoting the process of building active bilingualism in a modern multicultural society is connected with the maximum expansion of social functions of peoples' languages and cultures. Bilingualism for non-Russian peoples of Russia acquired special significance when the Russian language, the language of interethnic communication and the state language of the Russian Federation, became the second language. The language environment in the multicultural Russian society is the determining factor: it socializes the personality, shapes his/her culture, thinking and speech. It is the Russian language in the multinational and multicultural Russia that has been and remains an important means of interethnic communication, the language of instruction and education, the language of interpenetration of the spiritual cultures of peoples, the language that guides the world science and culture. Knowledge of the Russian language should be considered as a socio-cultural and personal value (Ju et al., 2017; Prokofieva et al., 2018; Tastan et al., 2018). The empirical data shows that in the Russian Federation the system of identities is arranged quite in harmony: the dominant Russian civil identity is combined with the ethnic identity. Teaching the native language and ethno-cultural subjects does not have the effect of lowering the civil identity formation. However, narrowing the scope of teaching these subjects may cause the formation of social tension. Therefore, the strengthening of ethno-cultural education requires the state support (Denisova et al., 2017). The issues of studying the state (Russian language) and the development of the bilingual Russian space should be placed on a par with the problems of realizing the rights and freedoms of the individual and considered in the context of common humanitarian tasks (Vereshchagina et al., 2016).

Nevertheless, bilingualism (as well as other social and cultural phenomena) has not been studied sufficiently, and it should be viewed as a phenomenon that requires a comprehensive, multifaceted, fundamental research and the most serious, non-trivial approaches to identifying problems and socio-cultural risks (Gafiatulina, Imgrunt & Samygin, 2017; Gafiatulina et al., 2018).

Bilingualism (from Latin "bi" - two and "lingua" - language) is a social practice of alternate use of two languages in communication, the practice of using two languages simultaneously and the ability to carry out successful interpersonal communication in these languages in a particular multicultural society.

What is bilingualism as a socio-cultural phenomenon? Bilingualism means the proficiency in two languages: the first component is native, the second - nonnative (state) language. The problem of choosing a second language becomes very important. It is usually the intermediary language. The fact is that it is almost impossible to master a multitude of languages that is why, a special tool is used for communication of the multilingual peoples - an intermediate language that is common to all citizens of a country and through which representatives of different nationalities can enter into linguistic interpersonal contacts. Undoubtedly, without the use of intermediate language not only a multi-ethnic, multicultural state, but even the multinational team cannot function properly. It should be borne in mind that the choice of a person as a bilingual mediating language is determined by the socio-political and socio-economic conditions of life of the contacting peoples in a multicultural society (Vodenko, Rodionova & Shvachkina, 2017). Within the framework of a multinational, multicultural state, the function of the intermediate language is performed by the state language of the given country, on the world scale - by the world languages.

### Research Methodology

At the present stage, active interest in the problem of bilingualism by a number of scientific paradigms is quite natural and socially conditioned. Active bilingualism is not only a linguistic concept, suggesting fluency in two languages; but also socio-cultural, ensuring conflict-free coexistence of multilingual

peoples in one state (cooperation of multilingual people in one team). In order to describe the main problems of the formation of active bilingualism, the development of an adequate theoretical-methodological tool becomes urgent.

It seems expedient to single out two scientific and disciplinary methodological directions in the interpretation and definition of bilingualism: linguistic and socio-psychological. According to the linguistic direction, bilingualism is interpreted as the proficiency in two languages. Thus, V.Yu. Rosenzweig (1975) defines bilingualism as the mastery of two languages and regular switching from one language to another, depending on the communicative situation. U. Vainraikh (1972) under active bilingualism understands the practice of alternate use of two languages, and persons who implement it, he calls bilingual. From the point of view of studying bilingualism as a linguistic phenomenon, this definition is considered traditional. Representatives of the socio-psychological direction most often consider active bilingualism as the proficiency in two languages (as in the linguistic direction), as well as the ability to use them equally in different communicative situations. Thus, N.B. Mechkovskaya (1996) calls active bilingualism the use of two languages by the same persons, depending on the situation of communication. E.M. Vereshchagin (1969) regards active bilingualism as a socio-psychological mechanism that allows the individual to reproduce and generate speech acts that consistently belong to two linguistic systems. In the framework of the theory of social bilingual communication under active bilingualism, we propose to understand the unequal proficiency in more than one national language and the multidimensional use of them in each specific communication situation. One of these languages is called the first, the other - the second. The primary cell of bilingual communication is a bilingual individual (bilingual). Bilingualism and the language itself are social in nature. Thus, bilingualism appears as a state of social and cultural life, defined in the framework of reconciliation of the socio-cultural norms of a multicultural society. A certain interest in studying the problems of the formation of active bilingualism is represented by the sociocultural paradigm of conflict - this is the theory of group conflict, emphasizing the instability, the contradictory nature of social systems and the conflicts of values (Bourdieu, 2001).

When discussing the issues of active bilingualism in theoretical linguistics, as a rule, we are talking about the interaction of different linguistic cultures within the framework of bilingualism. This postulate convincingly demonstrates that the problem under study is undoubtedly localized also in the scientific field of the theory of intercultural communication, since the goal of mastering a foreign language code is a successful real or potential intercultural communication (Filimonova & Krylov, 2012).

## Results

The leading type of active bilingualism is one, in which there is proficiency in native language and the language of interethnic communication (Russian), therefore it is necessary to consider on the features of the functioning and development of the languages of the peoples of Russia.

The development of active bilingualism in Russia has the following features: bilingualism presupposes respect for the interests of each nationality and its language, enrichment of the national language; active bilingualism aims to bring different nations and nationalities to the advanced Russian culture, education, science, technology, to the best achievements of the contemporary life of other peoples. Socio-historical conditions determine changes in language in the course of contacts, the direction and speed of these changes.

How and to what extent the socio-historical conditions of communication of speakers of other languages determine this or that course of contacts, becomes clear when the relationship between the speech behavior of bilingual people and the social situations of bilingualism is understood. The famous domestic linguist L.V. Shcherba (1974) noticed this link, pointing out that the character of the existence of two

languages in a person is dependent on the conditions for assimilating a non-native, second language. L.V. Shcherba (1974) divided bilingualism into two categories: pure (natural) and mixed (artificial). According to the scientist, pure bilingualism is preferable for a person, because it is not subject to "distorting his first language". In this case, L.V. Shcherba (1974) emphasized that mixed bilingualism has a huge educational value and contributes to the formation of the necessary skills of comparison, analysis and classification: "By comparing in detail different languages, we destroy the illusion to which we are accustomed speaking only one language - the illusion that there are unshakable concepts that are the same for all times and for all peoples. It causes the liberation of thought from the captivity of the word, from the captivity of the language giving it a true dialectical scientific character. Such, in my opinion, is the colossal educational significance of bilingualism, and it seems, I can only envy those peoples who, by the force of things, are condemned to bilingualism. Other nations have to create it artificially, teaching foreign languages to their pupils" (Shcherba, 1974).

If the native speaker - subject A, in communication with the speaker of another national language - subject B, who doesn't know the language of subject A, learns his language, and communication occurs only in the language of subject B who occupies a peripheral place in the society of subject A i.e. his links with this society are limited to a small number of unimportant functions, then the languages of subjects A and B form two separate systems of associations for subject A, which do not have any contact with each other. If, however, the mastery of the national state language occurs in such a way that the speakers of the two languages, communicating in different socially important situations, switch from one language to the other, and vice versa, then in this case it is a generalization of the two languages up to the formation of a single language in terms of content with two modes of expression (Shcherba, 1974).

In this aspect N.A. Zabelina (2007) emphasizes that if people constantly move from one language to another and use one or another language, without noticing what language they use in each given case, then it is a question of mixed bilingualism.

Active bilingualism involves the duplication of both languages in all areas of their oral and written use, regular switching from one language to another, depending on the situation of communication. At the same time, two problematic questions arise in the field of vision: the first concerns the definition of the difference in languages and the degree of this difference; the second relates to the degree of mastery the languages. According to the linguists, active bilingualism takes place whenever a bilingual switch from one language code to another, striving for more adequate communication in specific conditions of speech communication. Moreover, this switching does not depend on whether it is a transition from the state language to the national language, from the national language to the dialect or to the language of interethnic (international) communication (Grosjean, 1985; Mackey, 2001).

The development of active bilingualism among the non-Russian part of the Russian population, as well as bilingualism among Russians living in national areas in contact with other peoples, is viewed as a positive factor, and we are interested in solving the problems of the formation of active bilingualism in a multicultural Russian society.

Within the framework of our study, we found a number of key problems in the practice of forming active bilingualism in the Russian multicultural society.

Firstly, comprehension of the communicative essence of active bilingualism within verbal interpersonal communication leads to the fact that it is carried out with a fundamental violation of the boundaries of the national language of one or another ethno-cultural community. It means that bilingualism creates a situation of competition of languages in the life of a separate ethno-cultural community, which is a sociocultural problem of the Russian multicultural society. For example, according to the data of Adygean scholars, (Bilingualism is a sociocultural problem, 2003) the scope of the second language is



expanding, which leads to the replacement of the native language. This competition of languages should be manageable.

Secondly, the competition of languages causes a great risk for an individual to change the language. This change occurs when the second language displaces the first bilingual language, begins to actively claim the role and place of the first language in life and, most importantly, in the speaker's consciousness, and ultimately occupies this place. However, it must be remembered that language is closely related to ethnicity. Thus, the results of ethno sociological surveys show that the language occupies one of the central places in the structure of ethnic self-identification (Shakhbanova et al., 2016). Bilingualism is spreading along the ethnic borders of the state.

Thirdly, the priority of the state language in fact pushes all other languages in the sphere of household communications. The wrong policy aimed at leveling and discriminating nations and peoples, as well as the Russian language (within the framework of certain regional ethno cultural Russian and foreign communities), has become one of the reasons for the numerous interethnic conflicts (Shakhbanova et al., 2018).

Fourthly, the problematic issues associated with the theory of bilingual communication are code switching and language change. The problematic situation is that the moment of transition from one language to another (code change) in bilingual communication can be conditioned by objective motives based on: the speaker's desire to declare his own advantage (for example, higher or different) social status; banal aspiration to conceal the meaning of what was said and the transition from communication to quasi-communication; desire to limit the circle of communicants (for example, professional medical cryptolalia with the involvement of the Latin language). As a result of switching the code and changing the language, we can talk about the existence of communicative barriers in interpersonal communication.

Fifthly, the unequal proficiency in the second language, as well as the problem of its distinguishing (at the level of speech and auditory communication) and language fluency (not only at the level of speech and auditory communication, but also at the level of reading and writing). It causes the problem of opposing the language and grammar of a bilingual.

According to empirical data, the bilingual's knowledge of the second language often remains poor compared to the quality of knowledge in the first, native language (Mackey, 2001). This may be due to objective and subjective determinants: on the one hand, insufficient methodological support and problems in the educational field of training (Vodenko et al., 2016; Vodenko et al., 2018), teaching both the state language and the second language in an ethno-cultural community within a multicultural society; on the other hand, - weak personal motivation and disinterestedness of a bilingual in serious study of the second language.

Sixthly, with the above-mentioned problems of the formation of active bilingualism in multicultural Russian society, the problem of mixing languages is closely connected, the so-called semantic interlingual interference - the transfer of language skills from the native language of a bilingual to the second studied (Semchinsky, 1973). Sometimes, under the guise of the linguistic integration of an individual studying under bilingual education programs, bilingualism may undergo assimilation, that is, lose contact with native culture, which can also cause intercultural conflicts. According to the modern linguist S.V. Semchinsky (1973), for specialists studying the problems of bilingualism in a multicultural society, the problem of the semantic interference of contacting languages was actualized in connection with the needs of modern society (Semchinsky, 1973).

Seventhly, there is a problem of varieties (types) of bilingualism. It is only natural that initially bilingualism aroused the interest of researchers primarily from the standpoint of its attribution to the society, i.e. from the point of view of its functioning in society. The theory of language contacts focused its attention on the very side of bilingualism, within the framework of which particular problems of



mutual influences of contacting languages are solved-such as interlingual borrowing, different-level semantic interference, features of the development of a particular national language in bilingualism, etc.

Thus, it becomes obvious that the range of problems in the practice of forming active bilingualism in the Russian multicultural society is very wide and diverse.

To solve these problems, it is necessary to strive to create a speech environment - one of the important sources and means of developing active bilingualism. It is necessary that the state language fueled the second language of each bilingual, because a foreign language, in turn, feeds the national language, and thus the country's culture - it is a natural way to a multicultural society.

### Discussion

In order to determine the boundaries of the phenomenon under study, we should consider the problem of the connection between bilingualism and related phenomena, both extralinguistic and linguistic ones. To the first, we refer multiculturalism as a condition, most often accompanying and favoring the development of bilingual communication. To the second, diglossia, distinguished by C. Ferguson (1959) and J. Gamperz (1964) as a phenomenon in which there is (or dominates) one language in the linguistic community, but different communicative subsystems are regularly used - its dialects and styles, which are applied depending on the social functions of communication.

At what stage can we talk about active bilingualism? Some scientists believe that an individual can be considered a bilingual only if he/she is fluent in both the first native language and the second, non-native, i.e. speaks equally well in both languages (Babushkina, 2016). The identical point of view has American linguist L. Bloomfield (1968), who understands active bilingualism as follows: "In cases when the perfect assimilation of a foreign language is not accompanied by the loss of the native language, bilingualism arises; it means equal proficiency in two languages" (Bloomfield, 1968). The same point of view can be traced also to the Russian linguist V.A. Avrorin (1972), who believes that bilingualism begins from the moment when the degree of knowledge of the second language comes close to the degree of knowledge of the first (Avrorin, 1972). V.A. Avrorin (1972) does not use the category "in perfection" in his definition, rightly believing that it is impossible to master perfection in principle, hence the problem - what criteria can be used to evaluate the concept of "in perfection"?

Moreover, in this regard, the foreign researcher of the problem of active bilingualism J. Macnamara (1969) argues that an individual can be called a bilingual if he has (at least to some extent) the skills of one of the four speech modalities: speaking, listening, writing and reading. The thinking of bilingual people is considered divergent due to two parallel existing language systems (Macnamara, 1969). Knowledge of the second language is the key to success in life, the demand in the labor market and the ability for effective social communication (Vereshchagina et al., 2015).

Active bilingualism is not only a linguistic concept (fluency in two languages), but also social, which ensures the normal (conflict-free) coexistence of multilingual peoples in one state (the cooperation of multilingual people in one team). Accordingly, the content of this concept covers the harmonious functioning of two languages. Harmonious bilingualism is a political and legal equality of two languages, assuming equal conditions for mastering them and equal conditions for their functioning. The definition of the content of harmonious bilingualism is related to the social functions performed by each of the languages in the conditions of active bilingualism (Zakiryanov, 2015).

Very appropriate, within the framework of our research, is the definition from the point of view of bilingual communication given by A.D. Schweizer and L.B. Nikolsky: bilingualism is the coexistence of two languages within the framework of a single language (speech) community using these languages in various communicative spheres, depending on the social situation and other parameters of the communicative act. Both languages, serving the same community, form a united social and

communicative system and are in functional complementarity to each other (Schweitzer & Nikolsky, 1978).

As G.R. Abdullina (2008) emphasizes, in each specific case it is important to take into account the socio-historical conditions for the emergence and functioning of bilingualism. Moreover, without taking into account the structural features of languages, one cannot give a complete description of their interaction. In this regard, bilingualism is not only and not so much linguistic as a socio-cultural concept. Accordingly, a bilingual is a person who not only knows at least two languages, but also understands the basics of the cultures of these linguistic communities and actively participates in the bilingual environment (Abdullina, 2008).

### Conclusions

Active bilingualism is a socio-historical, extremely complex, multi-faceted phenomenon that arose based on all-round cooperation and mutual relations of peoples, their economic, political and cultural interaction. It involves knowledge of both native language, first language, and second language. Systemic study of active bilingualism is not possible without careful but at the same time, free from excessive immersion in the details, aspectisation. In this sense, a number of areas are quite reliably identified, in which research would be most productive (Nikolaev, 2013). These areas could be characterized as follows.

Sociolinguistic direction. It is quite natural that bilingualism (mass, collective, group, family, etc.) first of all attracted attention as a social phenomenon. Actually, it constitutes a significant sector in the theory of language contacts in interpersonal bilingual communication.

Psycho- and neurolinguistic direction. Psychology and neurolinguistic grounds of bilingualism are studied based on the analysis of the individual's bilingual behavior - in terms of the features of mastering and further use of the second language; change of languages; residual language phenomena when changing languages; the formation of language barriers, the specifics of the linguistic sign with active / passive bilingualism; contrasting bilingual's language and grammar; semantic language interference, etc.

Pragmatic direction. From the point of view of the communicative pragmatics of the individual, bilingualism can be involved in research as a method or even a technique (a set of techniques that makes up a communicative strategy) on the way to the most optimal achievement of a particular communicative goal. From the standpoint of the communicative pragmatics of society, the same phenomenon can be studied primarily as an "open opportunity" for switching codes, but also within the framework of a specific simulation of situations in which successful communication cannot be carried out using only one national language.

Cognitive direction. In this case, the main subject of research is the consciousness of bilingual, bilingual thinking as a process, and its result (product). Specific linguistic behavior is considered in the system of relations "the external world → perception → the inner world" of the individual. Surely somehow - perhaps more intense - "work" such traditional mechanisms as attention, inhibition, selection, required for an adequate design in a single consciousness of two (different) language pictures of the world.

The study of the problems of active bilingualism in a modern multicultural Russian society can be conducted simultaneously in a single productive interface of cognitology and pragmatics; psycholinguistic view will serve as a necessary basis for solving problems of mastering a second language.

The presented list of potential directions can be expanded at the expense of "adjacent areas" - for example, social and historical bilingual studies examining the rich extremely valuable and instructive experience of bilingual activities in the history of mankind- both spontaneous and prepared, professional.

In conclusion, it would be useful to recall that bilingualism cannot be regarded as a static and / or unitary (integral) phenomenon. In practice, it exists in various forms and manifestations and varies depending on a variety of socio-historical, socio-cultural, political, economic, environmental, religious, ethnic, psychological and other factors. The attitude to bilingual behavior in society will also undergo certain changes depending on the development of the world community and on the expansion of our ideas about the bilingual abilities of the individual. At the same time, the following is unquestionable: the number of bilinguals in Russian society, and indeed in the world community, is constantly growing, which means that bilingualism will be a characteristic feature of society throughout its history, including a potential future.

### References

1. Abdullina, G.R. (2008). On the question of the forms and results of the interaction of languages (2008). *Bulletin of Chelyabinsk State University*, 3, 5-15.
2. Avrorin, V.A. (1972). Bilingualism and school. *Problems of studying bilingualism and multilingualism*. Moscow: Nauka.
3. Babushkina, V.V. (2016). Bilingualism: problems of definition. *Philological sciences. Questions of theory and practice*, 11, 64-66.
4. Bilingualism is a sociocultural problem (2003). Materials of the round table. Maykop: ASU.
5. Bloomfield, L. (1968). *Language*. Moscow: Nauka.
6. Bourdieu, P. (2001). *Practical meaning*. St. Petersburg: Aletey.
7. Denisova, G.S., Denisova, A.V., Litvinenko, E.I., Susimenko, E.V. (2017). Linguistic and ethno-cultural education in polyethnic regions of Southern Russia in the context of civil identity design: The experience of empirical study. *Man in India*, 97(11), 543-562.
8. Ferguson, C. (1959). Diglossia. *Word*, 4, 325-340.
9. Filimonova, M.S., Krylov, D.A. (2012). Bilingualism as a tendency of the language development of modern society *Modern problems of science and education*, 1, 136-139.
10. Gafiatulina, N.Kh., Imgrunt, S.I., Samygin, S.I. (2017) Social security and social health of Russian society: monograph. Saarbrücken: Lap Lambert Academic Publishing RU.
11. Gafiatulina, N.Kh., Tarasenko, L.V., Samygin, S.I., Eliseeva, S.Yu. (2017). Social health and perception of risks by students living in southern Russian regions. *Health risk analysis*, 4, 66-75.
12. Gafiatulina, N.Kh., Vorobyev, G.A., Imgrunt, S.I., Samygin, S.I., Latysheva, A.T., Ermakova, L.I., Kobysheva, L.I. (2018). *Social Health of Student Youth in South Russia: Analysis of the Perception of Socio-Cultural Risks*. *Modern Journal of Language Teaching Methods*, 8(6), 32-41.
13. Gamperz, J. (1964). Linguistic and social interaction in two communities. *American Anthropologist*, 66(4), 137-153.
14. Grosjean, F. (1985). The bilingual as a competent but specific speaker-hearer. *Journal of Multilingual and Multicultural Development*, 6(6), 467-477.
15. Ju, R., Buldakova, N.V., Sorokoumova, S.N., Sergeeva, M.G., Galushkin, A.A., Soloviev, A.A., Kryukova, N.I. (2017). Foresight methods in pedagogical design of university learning environment. *EURASIA Journal of Mathematics Science and Technology Education*, 13(8), 5281-5293.
16. Mackey, W.F. (2001). The Description of Bilingualism. *The Bilingualism Reader*. London: Routledge.
17. Macnamara, J. (1969). How can one measure the extent of a person's bilingual proficiency? Description and measurement of bilingualism: an international seminar (University of Moncton. June 6-14, 1967). Toronto: University of Toronto Press, 80-97.
18. Mechkovskaya, N.B. (1996). *Social Linguistics*. Moscow: Aspect Press.

19. Nikolaev, S.G. (2013). The phenomenon of bilingualism: problems and research perspectives. *Proceedings of the Southern Federal University. Philological Sciences*, 3, 86-96.
20. Prokofieva, E.N., Erdyneyeva, K.G., Galushkin, A.A., Prokopyev, A.I., Prasolov, V.I., Ashmarina, S.I., Ilkevich, B.V., Kubiato, M. (2018). Risk Based Ecological Economics to Engineering Students. *EURASIA Journal of Mathematics Science and Technology Education*, 14(3), 753-764.
21. Rosenzweig, V.Yu. (1975). Problems of language interference: the abstract of Doctoral dissertation. Moscow.
22. Schweitzer, A.D., Nikolsky, L.B. (1978). Introduction to sociolinguistics. Moscow: Znanie.
23. Semchinsky, S.V. (1973). Semantic interference of languages (on the basis of Slavic-Eastern Romance language contacts): author's abstract of Doctoral dissertation. Kiev.
24. Shakhbanova, M.M., Gafiatulina, N.Kh., Samygin, S.I., Chapurko, T.M., Levaya, N.A., Bineeva N.K. (2018). Youth of the South of Russia: Specifics of manifestation of ethnic identity (on the example of the Dagestan republic). *Purusharta*, 10(2), 111-119.
25. Shakhbanova, M.M., Gafiatulina, N.Kh., Vereshchagina, A.V., Samygin, S.I., Imgrunt, S.I. (2016). Social and economic consequences of regional ethnic migration for national security and social health of the Russian youth. *Social Science (Pakistan)*, 11(16), 3886-3893.
26. Shcherba, L.V. (1974). On the issue of bilingualism. Language system and speech activity. Moscow: Nauka.
27. Susimenko, E., Litvinenko, E. (2015). Socio-cultural factors contributing to the formation of the Russian technical university students' bilingual strategies. *Annales-Anali za Istrske in Mediteranske Studije - Series Historia et Sociologia*, 25(3), 469-476.
28. Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A. (2018). The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students, *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353-2366.
29. Vainraikh, U. (1972). Monogamy and Multilingualism New in Linguistics. Moscow: Znanie.
30. Vereshchagin, E.M. (1969). Psychological and methodical characteristics of bilingualism. Moscow: Slovo.
31. Vereshchagina, A., Gafiatulina, N., Kumykov, A., Stepanov, O., Samygin, S. (2015). Gender Analysis of Social Health of Students. *Review of European Studies*, 7, 223-230.
32. Vereshchagina, A.V., Gafiatulina, N.Kh., Shikhaliyeva, D.S., Mullakhmedova, S.S., Gamzaeva, G.Sh. (2016). National security of Russia in estimates of health of the younger generation. *International journal of Pharmacy and technology*, 8(2), 14108-14120.
33. Vodenko, K.V., Bokachev, I.A., Levchenko, N.A., Rodionova, V.I., Shvachkina, L.A. (2016). The Specific Features of a Government Control over Higher Education, Considering the Interests of Parties to the Social and Labor Relations. *The Social Sciences*, 11(21), 5241-5246.
34. Vodenko, K.V., Ponomarev, P.A., Vergun, T.V., Zritneva, E.I., Volkova, L.A. (2018). University As Center Of Regional Social-Economic And Scientific-Innovative Development. *Modern Journal of Language Teaching Methods*, 8(3), 76-86.
35. Vodenko, K.V., Rodionova, V.I., Shvachkina, L.A. (2017). Perspectives of Development of the Russian National Socio-Economic and Political Model. Overcoming Uncertainty of Institutional Environment as a Tool of Global Crisis Management. New York: Springer International Publishing AG, 423-428.
36. Zabelina N.A. (2007). On bilingualism. *Theory of language and intercultural communication*, 2, 117-125.
37. Zakiryanov, K.Z. (2015). Constellation of languages in a multicultural space (to the problem of the formation of active bilingualism) *Russian Humanitarian Journal*, 4(2), 128-137.



## Patriotism In Local Communities Of The South Russia

Yuriy G. Volkov <sup>1</sup>, Anna V. Vereshchagina <sup>2</sup>, Anatoly V. Lubsky <sup>3</sup>

<sup>1</sup> Laboratory of Research and Examination of Social Practices, South of Russia of Sociology and Regional Studies Institute, Southern Federal University, Rostov-on-Don, Russia

<sup>2</sup> Laboratory of Research and Examination of Social Practices, South of Russia of sociology and regional studies Institute, Southern Federal University, Rostov-on-Don, Russia

<sup>3</sup> Laboratory of Research and Examination of Social Practices, South of Russia of sociology and regional studies Institute, Southern Federal University, Rostov-on-Don, Russia

\*corresponding author

### Abstract

The article presents the results of a sociological study of patriotism in the South Russian poly-ethnic region as the basic structure of mental programs of social behavior in local communities. The study of cognitive, axiological and conative aspects of patriotism led to the conclusion that in the South of Russia, as in the Russian society as a whole, statist patriotism dominates, which contains the risks of nationalism and "blind" patriotism, which lacks civil constructiveness.

**Keywords:** patriotism, civic consciousness, statehood, mental programs, statist patriotism, "blind" patriotism, constructive patriotism, civic patriotism.

### Introduction

One of the most important "challenges" for modern Russia is the formation of the all – Russian identity, as such identity is considered, on the one hand, as a factor of consolidation of Russian society, on the other – as the basis for the establishment of common life guidelines and the formation of a security sense of Russian citizens. In this case of particular relevance is the question of the ideological basis of Russian national identity formation. In recent times, as such a framework the patriotism is offered as a national idea and the dominant structure of mental programs of Russians social behavior (Lubsky, Kolesnikova & Lubsky, 2016).

The South of Russia is one of the most multi-ethnic regions of the Russian Federation, in the national republics of which an important role is played by ethno-national identity, based on ethno-cultural traditions and historical memory of ethnic communities. In this regard, of particular scientific interest is the question of how local communities in the South of Russia relate to patriotism and what its features in multi-ethnic societies are. In the vast array of literature devoted to Patriotic issues in modern Russia, these issues have not yet become a subject of scientific interest. Sociological study of these issues is not only social, scientific, but also practical in terms of the development of projects for the implementation of identity policy in a multi-ethnic Russian society.

### Materials and Methods

The basis of the scientific study of patriotism in the South of Russia was a set of sources of empirical information, including the results of a sociological study conducted by the authors in 2018 by a personal questionnaire "face-to-face" in five entities of the Russian Federation in the South of Russia (Rostov region, Stavropol territory, Republic of Adygea, Kabardino-Balkar Republic and the Republic of Crimea). The representativeness of the research procedures was ensured by the implementation of a multi-stage stratified proportional sample (the sample includes 2468 respondents). Besides, in order to identify the characteristics of patriotism in the South of Russia, the sociological study used the results of public opinion polls conducted on a representative all-Russian sample in 2016-2018. "Levada Center" (Great-Power sentiment in Russia reached a historical maximum, 2017), All-Russian center for the study of



public opinion (Patriots and unpatriotic behavior, 2016), The Public Opinion Foundation (Patriotism: the dynamics of opinions, 2015) and Federal research sociological center of the Russian Academy of Sciences (Russian society and the challenges of time, 2016). In addition to quantitative methods, the sociological research also used methods of qualitative operational analysis and theoretical interpretation of empirical data obtained.

Numerous domestic and foreign literatures are devoted to patriotism. Certain aspects of patriotism in the South of Russia have also been the subject of scientific research. At the same time, special attention was paid to the ethno-cultural aspects of Patriotic education and the peculiarities of patriotism among young people in the South Russian regions. The scientific literature also covers issues related to the study of patriotism as a factor of socio-cultural integration, of the role of religious factor in the formation of patriotism and its place in the traditional cultures of the peoples in the South of Russia (Khali, 2017; Volkov et al., 2017; Volkov et al., 2018; Blum, 2006; Goodrich, 2016; Newton, 2017; Vodenko et al., 2018). Despite the fact that certain aspects of patriotism in the South of Russia have already attracted the attention of scientists, in General, patriotism in the South of Russia has not yet been the subject of special sociological research.

In the modern Russian discourse the ideas of patriotism are filled with various axiological, ethical and ideological connotations (Magaril, 2016; Lubsy, 2017). In the foreign discourse, in which there are both positive and negative interpretations of patriotism, special attention is paid to the policy and practice of patriotism, as well as to the genetic links of patriotism with nationalism (Blatberg, 2000; Cohen & Nussbaum, 1996; Viroli, 1997; Paul, 2005; Beck & Beck-Gernsheim, 2009).

Within the framework of a multidimensional methodological construct of sociological research, patriotism was considered as one of the structures of mental programs as a set of ideas, values and attitudes that determine the behavior of various social groups in local communities (Mental programs and models of social behavior in Russian society, 2016). In this regard, three aspects in the study of patriotism are distinguished: 1) cognitive, which includes the representations of the respondents which reflect patriotism, its functions and ways of formation; 2) axiological, which determines the importance of patriotism as a value in society and in the value hierarchy of the individual; 3) connotative, reflecting the willingness of respondents to participate in Patriotic practices.

## Results

Empirical results of sociological research show that 67.8 % of respondents in local communities in the South of Russia have ideas about patriotism, endowed with emotional and sensual connotations which are associated primarily with love for the Motherland (24.7%), willingness to stand up for its protection (23.3%) and a sense of the indissoluble connection of man with his/her people, its culture, history (19.8%) (table 1).

**Table 1.** Representations about patriotism

Answers to the question: "What do You mean by patriotism?"	%
Patriotism is a feeling of deep love for the Motherland	24,7
Patriotism is the highest value without which a person cannot live and the society exist	7,7
Patriotism is a feeling of an indissoluble connection of a person with his/her people, its culture, history	19,8
Patriotism is an activity aimed at protecting the rights, interests and freedoms of citizens of the country	8,9
Patriotism is the willingness of a person to stand up for the Motherland and his/her people	23,3

Patriotism is a national idea that unites people in order to achieve common goals and solve important social problems	10,8
Patriotism is a means of influencing the consciousness of society, used by the government to solve social and political problems.	4,7
Else	0,2
in total	100,0

On the question about the meaning that respondents put in the concept of "homeland", the most common answers were as follows: "the country in which a person was born" (31.9%), "the place where a person was born (village, city, region)" (22.4%), "the land of ancestors, i.e. the place where the ancestors of a person lived and where he/she would like to return" (18.2%), "the place where a person feels good" (11.3%). The position corresponding to the opinion that it is "the country in which a person lives" was chosen by 7.7%, and that it is "the place (village, city, region) in which a person lives" - only by 3.4%. As one can see, the division of the Big and Small Motherland, traditional for Russians, takes place along the line of birth, not residence, with which the migration attitudes of respondents are correlated, among which 43% are ready to leave Russia in order to improve their material well-being abroad, provided that there will be an opportunity to return, i.e. for some time. 30.9% of respondents would never leave Russia for such purpose and 12.5% would do it without hesitation.

In other words, for a certain part of respondents "to love the Motherland" and to be a patriot is not necessarily connected with the concept of "living in Russia". For the majority of respondents (22.1%), this is not a prerequisite for being a citizen of Russia - it is important to have the rights and duties of a citizen, and the position of "living in Russia" was in second place, ahead of the third position - "to be a patriot" (10.7%). It is noteworthy that among the mandatory qualities that distinguish a citizen, respondents also put "love for their country" in the third place, with which they mainly, as the study showed, associated patriotism.

Interesting is the comparison of the perception of patriotism as a willingness to defend the homeland and its people (23,3%) with behaviors that greatly exceeded the cognitive ones - 67.5% of people in the survey expressed a willingness to stand up for Russia against 19.4 per cent, who was not ready for that in spite of the fact that the value of patriotism in the hierarchy among the most important values of the surveyed people in the South of the country was very low - only for 3.2% it was paramount, while the most significant values were: family (19.7%), health (13.8%), love (10.8%), friendship (10.5%), material well-being (9.4%). Patriotism gave way to such values as justice, freedom, education, religion. Less valuable, in comparison with patriotism, for respondents were only the values of career and trust in people (table 2).

**Table 2.** Patriotism as a value

Answers to the question: "which of the following values are most important to you?"	%
Friendship	10,5
Material welfare	9,4
Love	10,8
Family	19,7
Freedom	7,5
Education	5,1
Justice	7,7
Career	2,9
Health	13,8

Patriotism	3,2
faith in God	3,6
The confidence to the people, and the world	2,1
Civil rights and freedoms	3,6
Else	0,0
in total	100,0

Data on the subject of pride in Russia are correlated with the perception of patriotism as a feeling of the indissoluble connection of a person with his/her people, its culture, and history (19.8%). The largest number of respondents (14%) believes that this is the history of Russia. In second place was the nature of Russia (10.8%), then – the military power (armed forces) of the country (10.7%), its vast expanses (10.2%) and natural resources (9.7%). The Russian people as a matter of pride for Russia took only the 7th position (8, 6%), followed by cultural (8%), scientific (7, 9%), sports (5, 6%). The Russian education system (2.6%) is very low in the context of pride for the country. Even lower – the health system (1.6%), however, as well as the economic achievements of Russia (2.1%). Only 1.8% believes that one can be proud of Russia's democratic achievements.

Thus, the activity-based side in the perception of patriotism by the residents of the South of Russia is mainly connected with the readiness to defend the Homeland in case of an external threat, the danger of which is noted by 35.7% of respondents (45.3% of the threat to Russia is seen in the internal problems of the country and only 9.3% believe that Russia is not in danger). The perception of patriotism as activities aimed at the protection of the rights, interests and freedoms of the citizens of the country, is characteristic only for 8.9% of respondents, and this position was taken only the fifth place in the hierarchy of cognitive attitudes of the respondents in the South of Russia (see tab. 1) - the fourth position is taken by the perception of patriotism as a national idea that unites the people for the sake of achieving common goals and solving important social problems (10.8%).

The situation with regard to the level of social and civil activity of the residents of the South of Russia does not contradict the given data: 91.2% are not members of any public organizations, 36.6% have never taken and do not plan to take part in joint public actions carried out by public organizations against 10.5% of those who took the opposite position. However, the situation with Patriotic organizations is identical-92.9% do not consist in any of them, and of 5.3% of respondents included in Patriotic organizations, 98.8% could not specify the names. However, this does not prevent the vast majority of residents in the South of Russia (about 77%), according to the survey, to consider themselves patriots. For 82.3% of respondents, patriotism is associated with a deep personal feeling, and therefore the persons themselves must determine what patriotism means to them. The opposite point of view, according to which the state should determine what patriotism is and what a patriot should be, belongs to a small part of the respondents – 8.9%, and the patriot, from the point of view of the inhabitants of the South of Russia, is a person who, first of all, loves the Motherland (23.2%) and is ready, in case of danger threatening it, to stand up for protection (19.5%), which, as one can see, correlates with the above mentioned perception of patriotism as a phenomenon.

Such a characteristic as "critical assessment of the situation in the country and striving to change it in order to provide it with a decent future" has not become significant among the indicators that distinguish a patriot from a non-patriot, and only 5.7% of respondents adhere to it. A little more-6.5% of respondents believe that to be a patriot means to be able to tell the truth about their country, no matter how bitter it may be, and to deal with its shortcomings, which correlates with the opinion that a patriot should support the government and its decisions, which, in General, taking into account and those who are more

inclined to this position than to deny it, is shared by more than half of respondents (53.9%), with all that among the traits that distinguish a patriot, such, as "always to support the policy pursued by the state power", was noted by the minimum number of respondents – only 1.8% (table 3).

**Table 3.** Patriotism as an attitude

Answers to the question: "how do you think what means to be a patriot?"	%
To love one's own country.	23,2
To work, to do things, actions aimed at the benefit of one's own country.	14,7
Be interested in the culture and traditions of one's own country.	5,8
Be interested in the culture, customs and traditions of different peoples of the country.	3,4
Know the history of one's own country.	11,2
To assess critically the situation in the country and strive to change it in order to provide it with a decent future.	5,7
To be ready to defend one's own country in case of threatening danger it and its people.	19,5
Always to support the policy pursued by the government.	1,8
To think that one's own country is better than any other country, that it has no flaws.	1,3
To be able to tell the truth about one's own country, no matter how bitter it may be, and to deal with its shortcomings.	6,5
To be proud of one's own country.	6,6
Else	0,2
in total	100,0

It can be concluded that those 14.7% of respondents who believe that a patriot should work, do things, actions aimed at the benefit of his/her country (see tab. 3), do not necessarily mean that these actions should be contrary to the policy of state power, and the reason for this conformism lies in the fact that a true patriot, according to those respondents who are convinced of the need to support the government, should fully trust the government and not doubt the correctness of its decisions (so believe 23.5% of respondents), and should love their state and always support the decisions of the government (22%). This situation is also consistent with the position of 53.4% of respondents in the South of Russia, who answered unequivocally "no" to the question of whether they will participate in joint public actions not authorized by the authorities. In the case of activity authorized by public authorities, those who are convinced of their passivity are less-32.3%.

By delegating to the authorities to solve social problems without trying to resist its solutions, the population of the South of Russia does not consider it necessary to feel responsible for what is happening in the country. In any case, this position was taken by 33.1% of respondents in the study, with 29.8% who found it difficult to answer (they can be attributed both to the category of citizens with low social responsibility, and to those 32.9% who feel responsible for what is happening in the country). Probably, the low level of social responsibility of respondents is due to the fact that they do not associate civil responsibilities with responsibility for the fate of the country (those were only 7.1% of the respondents), believing that these primarily include compliance with the laws (36.3%) and participation in elections (14.3%). According to the respondents, the protection and defense of civil rights is not among the priority connotations that determine civil obligations (6.8%), and the ability to defend them among the qualities of a citizen is estimated below the "love for their country" (10% and 13.5%, respectively).

At the same time, patriotism as a love of the Motherland for the majority of respondents unfolds in practices mainly based on the reproduction of historical (usually military) memory and its heroic stories

associated primarily with the great Patriotic war, as evidenced by the nature of Patriotic activities in which respondents participated. Among them most often holidays, promotions in honor of the Victory Day are mentioned (53.2%). A significant part of the activities are also trips to places of military glory (46.3%), military-sports camps (38.1%), and search teams (23%).

The given correlations leave no doubt that patriotism and citizenship in the mass consciousness of the majority of residents in the South of Russia are not associated as phenomena endowed with a single semantic space, which is reflected in the level of social behavior models corresponding to the traditional behavioral matrix of Russians with a high level of social passivity, low degree of social responsibility and undeveloped culture of civil self-organization (Lubsky, Kolesnikova & Lubsky, 2016).

### Discussion

Theoretical interpretation of the empirical results of a sociological study on patriotism in local communities in the South of Russia allows selecting as a dominant one the statist type of patriotism. This type of patriotism in many respects bears the features of "blind" patriotism, which is not capable of critical analysis of reality, and in the context of great-power sentiments in Russia (great-Power sentiments in Russia have reached a historical maximum...) contains the risks of nationalism. The peculiarity of "blind" patriotism in the South of Russia is that, on the one hand, only 5.7% of respondents believe that a patriot should "critically assess the situation in the country and strive to change it in order to provide it with a decent future." However, on the other hand, only 1.8% of respondents believe that a patriot should "always support the policy pursued by the government."

Non-critical attitude to social reality is combined in respondents in the South of Russia with a low level of responsibility to society. This is recorded in the sociological data of the Russian scale: 60% of Russians, according to a survey in 2017, do not feel responsible for what is happening in the country.

The basis of great-power moods in Russia is public patriotism of military mobilization orientation. This is confirmed by the data of the empirical research, in which the willingness to stand up for the Motherland and its people has become an important feature that determines the perception of patriotism in the South of Russia. In General, this corresponds to the all-Russian data obtained by the Public Opinion Foundation (Patriotism: dynamics of opinions, 2015), while "activities aimed at protecting the rights, interests and freedoms of citizens of the country", being the main characteristic of civil patriotism, reflects the cognitive views of only a small part of the population in the South of Russia.

In the framework of the military mobilization version of patriotism, which is actively, as the researchers note, implanted in Russia by the top in the logic of the Soviet traditions (Magaril, 2016) and based on the heroic pages of the past, the formation of a civic patriotism is displaced to the marginal periphery of the state policy of patriotism. This is evidenced by the fact that among the achievements that the country could be proud of, the people of Russia, including in the South of Russia, consider just those that are not related to civic consciousness and civil society.

In General, the theoretical interpretation of the empirical data obtained in the course of the study of patriotism in local communities in the South of Russia shows that the perception of patriotism, its value component and implementation in real social practices in the region are identical to the all-Russian indicators. Thus, in the study of All-Russian center for the study of public opinion (2017) the emotional assessment of patriotism and unpatriotic phenomenon was recorded, characteristic of modern residents of Russia, among whom, according to this survey, 77% do not consider as patriots who do not feel love for Russia (Patriots and unpatriotic behavior, 2016), but the vast majority of Russians, as it is noted by the researchers of the Federal research sociological center of the Russian Academy of Sciences, do not have the desire to make the world better, to fulfill their civic duty and only 10% of respondents in 2016 on the



all-Russian sample of citizens of the country strive for this (Russian society and the challenges of time, 2016).

Thus, the results of the sociological study of patriotism in the South of Russia in their correlation with the all-Russian data suggest that Russian patriotism lacks civic consciousness. Patriotism associated with civic values and attitudes is characteristic of no more than 10% of the population of the South of Russia. At the same time, in the multi-ethnic South Russian region, where the traditions of ethnic, religious and ethno-national identities are strong, there is an increased demand for civil identity, which can become the Foundation of solidarity and consolidation of the peoples in the South of Russia without prejudice to their national, religious feelings, values and social practices.

### Conclusion

The results of sociological research have fixed that patriotism is perceived by the population of the South of Russia as the phenomenon of emotional and sensual character connected first of all with love to the Homeland, readiness to rise on its protection and feeling of indissoluble connection of the person with the people, its culture, and history. At the same time, the homeland is not associated not with the place of residence, but, first of all, with the place of birth, which forms the migration attitudes of a certain part of the population, which does not consider itself unpatriotic one.

The high level of patriotism in terms of self-estimation of the residents in the South of Russia on the "patriot/non-patriot" axis is poorly correlated with the attitude to patriotism as a value that occupies low rating positions in the system of vital values of respondents, which is dominated by the values of family, health, love, and friendship and material well-being. This is due to the perception of patriotism as love for the Motherland, the manifestation of which, following the military-Patriotic tradition in Russia in its sovereign and statist form, is pride for the country and readiness to stand up for it in case of danger threatening it and its people.

This situation is due to the lack of understanding of how patriotism can be shown, the "title of patriot" can be justified in ordinary civil life, that is, when someone is talking about the instrumental obscurity of the content of patriotism, entirely perceived from emotional and non-reflexive positions in the world of irrational which is not associated with everyday life and everyday practices.

In General, patriotism in local communities in the South of Russia is characterized by the following features: 1) the dominance of the statist type of patriotism, the basis of which are the military-Patriotic mobilization practices; 2) a characteristic feature of statist patriotism is its publicity, on the one hand, allowing people to feel like "citizens of a great country", and on the other – turns it into a fashion trend, which is not expressed in Patriotic actions, but in imitation of socially approved way of thinking; 3) heroic framing of patriotism as a consequence of its reproduction mechanism through the actualization of military-historical memory and the construction of historical consciousness based on the heroic events of the past; 4) Lack of civic consciousness in the structure of patriotism, which is confirmed by the low level of social responsibility and civic activity aimed at improving life in the country.

To connect patriotism and civic consciousness in Russia in the framework of the policy of patriotism it is necessary to develop scientific concept and model of civic patriotism taking into account mental specifics of Russian society.

### Acknowledgement

The article is executed within the framework of the state task (Ministry of education and science of the Russian Federation), project № 28.3486.2017/ PM "civic patriotism in the formation and development of solidarity practices in the South of Russia: resource potential and conditions for its implementation".

## References

1. Beck, U., Beck-Gernsheim, E. (2009). Global Generations and the Trap of Methodological Nationalism for a Cosmopolitan Turn in the Sociology of Youth and Generation. *European Sociological Review*, 25(1), 25-36.
2. Blatberg, Ch. (2000). From Pluralist to Patriotic Politics: Putting Practice First. Oxford: Oxford University Press.
3. Blum, D.W. (2006). Official Patriotism in Russia. Its Essence and Implications. *PONARS Policy Memo*, 420, 163-174.
4. Cohen, J., Nussbaum, M.C. (1996). For Love of Country: Debating the Limits of Patriotism. Boston: Beacon Press.
5. Goodrich, L.A. (2016). Picture of Russian Patriotism. *On Geopolitics*, 22, 266-275.
6. Great-power sentiments in Russia have reached a historic maximum. (2017) "Levada-center". URL: <https://www.levada.ru/2017/12/21/velikoderzhavnye-nastroeniya-v-rossii-dostigli-istoricheskogo-maksimuma/>;
7. Khali, I.A. (2017). Patriotism in Russia: experience of typology. *Sociological research*. No. 2, 67-74.
8. Lubsky, A.V. (2017). Civic patriotism: on the compatibility of patriotism and civic consciousness in Russian society. *Humanitarian Person of the South of Russia*. No. 1, 42-59.
9. Lubsky, A.V., Kolesnikova, E.Y., Lubsky, R.A. (2016). Normative type of personality and mental matrix of social behavior in Russian society. *Indian Journal of Science and Technology*. Volume 9, Issue 36, September.
10. Magaril, S.A. (2016). meanings of patriotism – historical transformations. *Sociological research*. No. 1, 142-151;
11. Mental programs and models of social behavior in Russian society (2016). Rostov on Don: Fund of science and education.
12. Newton, M. (2017). Russia Media Profile: Digital Patriotism and a Nationalist Agenda. International policy institute. *The University of Washington*. niversity of Washington September 6.
13. Patriotism: dynamics of opinions. (2015). The necessary attributes of patriots. Public Opinion Foundation. URL: <http://fom.ru/TSennosti/13261>;
14. Patriots and unpatriotic behavior. (2016). All-Russian center for the study of public opinion. URL: <https://wciom.ru/index.php?id=236&uid=116266>;
15. Paul, J. (2005). Global Matrix: Nationalism, Globalism and State-Terrorism. London; New York: Pluto Press.
16. Russian society and the challenges of time. (2016). Moscow: the Whole world. Book4.
17. Viroli, M. (1997). For Love of Country: An Essay on Patriotism and Nationalism. Oxford: Oxford University Press.
18. Vodenko, K.V., Ponomaryov, P.A., Vergun, T.V., Zritneva, E.I., Volkova, L.A. (2018). University As Center Of Regional Social-Economic And Scientific-Innovative Development. *Modern Journal of Language Teaching Methods*. 2018. Vol. 8, Issue 3, March, 76-86.
19. Volkov, Yu.G., Vereshchagina, A.V., Lubskiy, A.V., Vagina, V.O., Gubarev, I.V. (2018). Patriotism and solidarity in the west and in Russia. *International Journal of Engineering & Technology*, 7(2), 46-50.
20. Volkov, Yu.G., Vereshchagina, A.V., Lubsky, A.V., Vagina, V.O., Gubarev, I.V. (2017). Patriotism as the Subject of Discursive Practices in Russia. *Astra Salvensis*. 2017. № 2, 841-859.

## Students-Leaders And Students-Outsiders: Cognitive Style And Personal Constructs Of Students With Different Sociometric Status

Irina V. Mikhailova<sup>1</sup>, Larisa V. Orlova<sup>2</sup>, Maria A. Erofeeva<sup>3</sup>, Lyudmila A. Stanovova<sup>4</sup>, Tatyana L. Khudyakova<sup>5</sup>, Elena V. Fomina<sup>6</sup>, Victoria A Baranova<sup>7</sup>

<sup>1</sup> Ulyanovsk State University, Ulyanovsk, Russia

<sup>2</sup> State University of Humanities and Social Studies, Kolomna, Russia

<sup>3</sup> Moscow University of the Ministry of Internal Affairs of Russia V. Kikot, Moscow, Russia

<sup>4</sup> Tver State University, Tver, Russia. E-mail: Stanovova.LA@tversu.ru

<sup>5</sup> Voronezh State Pedagogical University, Voronezh, Russia

<sup>6</sup> The Sechenov First Moscow State Medical University, Moscow, Russia

<sup>7</sup> Lomonosov Moscow State University, Moscow, Russia

\*corresponding author

### Abstract

At present, in society there is a need to identify psychological characteristics of leaders and outsiders of interpersonal communication. The article aims to describe an empirical study of the cognitive style and personal constructs of students with different sociometric status. The leading methods to study this problem are the diagnostic, sociometry method, G. Kelly's modified repertory grid technique, content analysis and static methods that allow one to reveal the existence of cognitive style and personal constructs of students-leaders and students-outsiders. Based on the results of the empirical study, the hypothesis about the existence of differences in the cognitive style and internal constructs among students with a high, low and average sociometric status was confirmed: students with a low sociometric status are able not only to vary the cognitive style of the field dependence -field independence depending on the context of each situation, but also demonstrate a more complex organization of cognitive space; while students with a high and average sociometric status, on the contrary, are equally dependent and have a more simplified organization of cognitive space. The results outlined in this article can be useful for the purpose of optimizing interpersonal relations in student and work (professional) groups, and also serve as a source of additional information to develop psychological impact measures.

**Keywords:** students, small group, group processes of a small group, cognitive style, field dependence-field independence, cognitive simplicity-complexity, personality constructs.

### Introduction

The problem of cognitive style is presented in the works of various authors. They considered it from the point of view of various concepts proposed in both international (Adler, 2000; Kelly, 2000), and Russian psychology (Kholodnaya, 2004; Shkuratova, 1994; Petrenko, Mitina & Korostina, 2017; Tastan et al., 2018). Initially, the style approach was developed in the mainstream of psychology of personality, in domestic psychology - in the mainstream of the theory of activity. The term "cognitive style" arose and was first used by psychologists in the 1920-s of the past century. At the same time, in its modern sense, it began to be used much later. That is why, the emergence and taking root of the concept of "cognitive style" in the psychological use has its own history, which is determined not only by the parameters of temporary changes, but also by the semantic field of the concept "style" and can be divided into several stages (Obdalova, Soboleva & Naiman, 2013; Davoudi et al., 2018):

Since the first half of the 20th century, the problem of style has been mentioned in the works of A. Adler (2000), G. Allport (2002), and others. Thus, one of the first areas of psychology where the term "style"

came into use is psychology of personality. At this stage, the unifying criterion for all the authors attributed to a given time interval is the definition of style as an individualized (individual, strictly personal) indicator. That is, a step was taken to explain the differences in the personality properties of the individual.

The second stage in the development of psychologists' views on the stylistic approach dates back to the middle of the 20th century already in the framework of cognitive psychology. Here the authors start to take interest in the style from the point of view of individualization of the process of processing information about the surrounding reality. The main array of works devoted to the style approach refers to the development of American researchers of the 50-60-s. The origin of the concept of "cognitive style," which was understood as individually-original ways of processing information by a person which was received from outside is referred to this period of time. Finally, the third stage of the evolution of the concept of "style" began in the 80-s of the XX century and is characterized by the actual identification of the style with individual differences in mental activity.

At the present stage, the appeal to the cognitive style takes place to distinguish individual identity in the processing of information, as well as to identify the types of people depending on the specific features of the organization of their cognitive sphere. In Russian psychology, the development of the style approach initially took place in the mainstream of the psychology of activity. For instance, V.S. Merlin (1986) and E.A. Klimov (1988) introduced the concept of "individual style of activity", which according to E.A. Klimov (1988) was disclosed as "an individually peculiar system of psychological means which a person consciously or spontaneously resorts to in order to balance his (typologically determined) individuality best with substandard external conditions of activity" (Shkuratova, 1994.).

At the same time, V.S. Merlin (1986) gave a different definition to the individual style of activity, describing it as a complex construct consisting of the characteristics of different levels: the style of electrical activity of the brain underlying it, the style of reactions and movements, the style of goal setting and even the style of life activity, including the "style of alimentary activity (nutrition) and motor activity". At the same time, he shared the individual style of activity with the cognitive style proposed by H. Witkin and the instrumental styles by G. Allport (2002), since the latter mostly affect the internal characteristics of the personality (Shkuratova, 1994).

The problems of cognitive style in domestic psychology were also dealt with by M.A. Kholodnaya (2004) and I.P. Shkuratova (1994). For example, according to M.A. Kholodnaya (2004), "modern psychology defines cognitive styles as individually unique ways of processing information about one's surroundings in the form of individual differences in perception, analysis, structuring, categorization, evaluation of what is happening" (Glazkov, 2012).

At present in scientific literature, the number of described cognitive styles exceeds the mark of 20 types (Mamedova et al., 2016). But no more than 10-15 styles are studied intensively in the theory and practice of psychological research that have a correlation between each other (Ostapenko & Zobkov, 2016). It turns out that the concept of "cognitive style" combines the pluralism of approaches to the identification and explanation of operational differences between people. There are the following among them: differences in the methods of obtaining, reproducing and processing information; methods of control; features of intellectual activity and forms of intellectual activity, as of a higher order than the traditionally described features of cognitive processes.

Let us consider some of them, studying which this work is aimed at. Namely, we will focus in more detail on the cognitive style of field dependence – field independence and cognitive simplicity - complexity. The cognitive style of field dependence and field independence is the most popular from the point of view of elucidation in the literature and a number of dedicated studies.



H. Witkin, the American researcher was the pioneer of this cognitive style who, as a result of studying individual differences in spatial orientation, found that the recipients in the process of perceiving the object differently respond to the influence of the background. Thus, for one category of people, the background represents a significant obstacle for isolating individual figures in it, while for another category of people the background is not a perceptive barrier for identifying individual images in it. The first category of people demonstrates a field-dependent cognitive style and has the ability to isolate oneself from the "field" (differentiate "I" from "non-I"). The second category described by H. Witkin is a field dependent cognitive style. People with this style are characterized as incapable of separating themselves from the field (Karpova & Yablokova, 2016; Kholodnaya, 2004; Osokina, 2016; Masalimova et al., 2014; Zaretskiy, 2017a; Zaretskiy, 2017b; Fartash et al., 2018).

Such popularity of this cognitive style has led to the emergence of studies affecting the search for interrelations between the field dependence and field independence and various personality traits. After analyzing various empirical studies, we can say that the cognitive style of field dependence –field independence irrespective of a wide study in the scientific works of foreign and domestic authors, still has contradictions in establishing correlation links with other indicators of the individual diversity of personal dispositions. That is why, it requires additional study on the periphery, and, possibly, the development of new diagnostic methods. Thus, the definition of "cognitive style" is rigidly associated with a certain technique and its existence can be fixed only by it. This creates a lot of contradictions, in particular, the difficulty in theoretical comprehension of the available empirical material.

The system of personal constructs underlies the cognitive style simplicity-complexity, the degree of differentiation of which is able to vary the poles of a given cognitive style in relation to the individuals who demonstrate them. On the basis of the analysis of research related to this topic, we found out that the degree of cognitive differentiation can be a derivative of the socio-psychological characteristics of an individual as a participant in a group, and also as a result of high communicative competence that apparently expands the range of verbal phrases to describe and interpret the surrounding reality. For the first time, the index of cognitive complexity was introduced by James Biery in 1955. It was meant to be as an indicator of the degree of independence of the constructs introduced by the subjects while undergoing the repertory grid technique proposed by G. Kelly (2000), under whose supervision Biery worked (Torlopova & Nizovskikh, 2017). Thus, the concept of "cognitive complexity" is initially associated with G. Kelly's (2000) repertory grid technique.

The constructs are systematized in a certain way in the semantic space of the individual. They have the properties of interconnection and interdependence. Here, the basic complexity and inconsistency of this cognitive style opens. For all their homogeneity and dependence on each other, the constructs have a certain degree of differentiation. In D. Biery's opinion, cognitive differentiation expresses the plurality of independent meanings that are acquired by an individual in the process of constructing the social environment. That is why, he understands a very high differentiation of cognitive constructs that enter the semantic space of each individual under the cognitive complexity, and the cognitive simplicity by a low differentiation of cognitive constructs. D. Bannister adds an understanding of the interconnection of constructs to this theory (Francella & Bannister, 1987).

In domestic psychology, the concept of cognitive complexity was developed in the mainstream of psychosemantics under the guidance of V.F. Petrenko, O.V. Mitina and M.A. Korostina (2017). Here, the cognitive complexity is thought of as a system of "categorical disintegration of the individual's consciousness" (Petrenko, Mitina & Korostina, 2017). The cognitive complexity is the only one position in the dichotomy, on the reverse side of which is the cognitive simplicity. And, if the complexity denotes the diversity of the semantic space and high structured character of the systems of constructs, the simplicity, on the contrary, is characterized by a scarcity of semantic space and low structuralism of the systems of



constructs. The degree of differentiation of cognitive space is established on the basis of the factor analysis.

The sociometric status implies a certain system of group members' mutual evaluations, on the basis of which the hierarchy of intragroup relations is built, where each member of the group is assigned one of the three possible positions: a high, average or low sociometric status. Research in this field was carried out by M.E. Sachkova (2016), R.A. Zolotovitsky (2007), and others.

The sociometric status regulates the position of participants in a small group in the structure of intragroup relations by providing a researcher an opportunity to concentrate scientific interest on the bipolar constituents of group activity, characterized by a high (positive) or low (negative) sociometric status. At present, the majority of the scientific research in psychology and pedagogy, devoted to the study of the sociometric status, touch upon only the two categories mentioned above in the system of intragroup relations: leaders and outsiders, respectively. But researchers of small groups do not only take interest in this range of phenomena. A less popular area of scientific research, but not inferior in importance according to other authors' opinion, is the study of the intermediate position of intragroup functioning, represented by the average members of the group.

In the structure of interpersonal relations of a small group, a certain role is played not only by the sociometric status, but also by the sociability, the participants' sense of affiliation to the group and personal identity, the I-concept.

The student age is considered as a period of the formation of a conscious self, stable self-conceptions and self-esteem, and self-awareness is considered as the central point of this age in domestic psychology. T.T. Kapesina (2016), V.V. Stolin (1987) and others dealt with the problems of determining self-consciousness of a person. Students as an age category and social group is a special age period of the formation of personality. First of all, due to the fact that "according to the general sense and objective laws, the age from 18 to 25 years is, rather, the initial link in the chain of mature ages than the final one in the chain of child development periods" (Zimnyaya, 2004; Salakhova et al., 2018). By this age, the maturation of the body physiologically comes to an end. But the development of a person does not end there, it continues throughout the whole subsequent life - the social situation of development in adolescence differs in that at this age all mental processes reach an optimal level. A position is typical of Russian psychology, according to which the period of adolescence is affirmed as a period of achievement of a new level of development of the internal position, self-awareness and self-esteem. It is at this age that an active formation of the personality, the construction of the image of the world, the forecasting of one's place in this world, the planning of one's own future and ways of self-realization take place (Krichevsky & Dubovskaya, 2001; Salakhova et al., 2017; Zaretskiy, 2018; Masalimova & Chibakov, 2016).

### Methodological Framework

To verify the hypothesis about the differences in the cognitive style and internal constructs of students with different sociometric status, we chose sociometry, G. Kelly's (2000) modified repertory grid technique and the technique of "Embedded figures" by Gottschaldt. The sample of the study consisted of 130 students (38 with a high sociometric status, 37 with a low sociometric status and 54 with an average sociometric status).

We collected the empirical data in several stages, alternately giving to the groups of subjects a series of three techniques chosen by us in accordance with the hypothesis of the study. The first technique consisted in measuring the sociometric status, with the help of which we subsequently determined conditional leaders and outsiders of student groups, as well as average status students who are in an intermediate position (Ju et al., 2017). The participants of the group were asked to answer questions of sociometry, which provided an opportunity to discover their likes and dislikes towards each other within

the group. The choice of subjects was limited to specifying the names of the three members of the group who were present at the time of the study.

In the second technique ("Embedded figures" by Gottschaldt), it was required to search for a base element in thirty geometrically complex images, each of which included one of five simple elements. The time to pass the procedure was recorded by the subjects themselves at the beginning and at the end of the procedure. So we measured the field dependence - field independence parameter. In the course of holding Gottschaldt's "Embedded figures" technique, most subjects with a high, medium and low sociometric status spent a considerable amount of time to think about the answer. And as a result, we detected field-specific results, even if we found simple images in complex ones correctly.

Finally, the third stage in the collection of empirical data was that the subjects were asked to undergo a modified technique of repertory grids of G. Kelly (2000). To do this, each participant was given cards with 8 elements and forms with a specimen to fill it in. Various situations were picked as the elements: a situation that was greatly pleasing; a situation that caused great anxiety; a situation of rivalry; a situation that united people; a noisy company; loneliness; close friends; acquaintances. The subjects had to choose two similar situations, write down their numbers in the form and write down the quality that united them in the appropriate box. Then, they had to choose one more situation, which would be different from the previous two, write down its number in the form and write down the quality that distinguished it from them. In other words, we asked the subjects to compare 8 situations between themselves according to the criteria of similarity and contrast (differences), and on the basis of this, to make up the pairs of words (constructs) expressing opposite tendencies to indicate the signs of similarity and difference that the situations given by us to the subjects contain.

The results of the study were processed with the use of the Mann-Whitney U-test and the Fisher's angular conversion criterion.

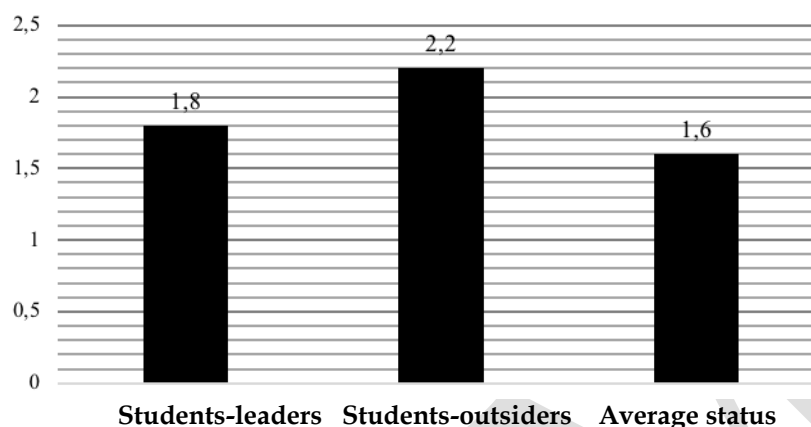
### Results and Discussion

The method of sociometry allowed us to divide the participants of the study groups into three categories, where the sociometric status served as the classifying sign: people with a high sociometric status (hereinafter leaders) - 38 subjects and people with a low sociometric status (hereinafter outsiders) - 37 subjects and people with an average sociometric status (average status members of the group) - 54 subjects. Thus, the total sample of our study was presented by 130 respondents. From the above correlation of respondents we can see that the members of the group with an average sociometric status make up a large part of the sample, which corresponds to other studies (Sachkova, 2016).

The results of processing the data with the use of Gottschaldt's technique of "Embedded figures" permitted us to draw the following conclusions. The average values for the sample are shown in Table 1.

**Table 1.** Summary of mean values by the method of studying the cognitive style in subjects with different sociometric status

Students with a high sociometric status	Students with a low sociometric status	Students with an average sociometric status
1,8	2,2	1,6



**Figure 1.** Comparison of mean values on the scale of field dependence-field independence in students with different sociometric status

The reliability verification of our assumptions using the Mann-Whitney U-test as expected did not show any significant differences in the cognitive style of field dependence-field independence between outsiders and leaders ( $U_{emp} = 99.5$ ), as well as leaders and average members of the group ( $U_{emp} = 138$ ). However, the differences between outsiders and average members of the group ( $U_{emp} = 105$ ) were determined as significant at the level of  $p < 0.05$ . Since students-outsiders (2.2) outstrip average status students (1.6) when comparing mean values, we can assume that students with a low and average sociometric status have differences in the field-dependence-field independence ratio. There is a possibility that students with a low sociometric status are field independent in relation to field-dependent students with an average sociometric status.

The analysis of the personal constructs of the respondents that we obtained in the course of holding G. Kelly's (2000) modified repertory grid technique allowed us to draw the following conclusions. Using the method of content analysis, we distributed the personal constructs of the subjects in two categories for each of the positions of different sociometric status. We singled out "unique" constructs - the semantic content of which is encountered in a single example and "repetitive" constructs - the similarity of the values of which became the basis for placing them in a separate category. Thus, we reckoned those constructs from the general list, which met repeatedly (more than once) repetitive ones. The results are shown in Table 2.

**Table 2.** Total number of personal constructs of students with different sociometric status, unique and repetitive ones

Students with a high sociometric status		Students with a low sociometric status		Students with an average sociometric status	
Total number of constructs					
118		85		91	
Number of "unique" and "repetitive" constructs ("U" and "R")					
"U"	"R"	"U"	"R"	"U"	"R"
50	68	60	25	50	41

In the aggregate, we obtained 296 constructs. Proceeding from the data obtained, it is possible to come to a conclusion, that at the subjects with a high and average sociometric status the proportion of two categories of constructs identified by us are practically counterbalanced. The subjects with a low sociometric status, the uniqueness of constructs rises noticeably above the frequency of occurrence.

To determine the presence of differences in the total number of constructs and their significance, we used the criterion of Fisher's angular transformation. To do this, we compared the percentage of the overall indicator of constructs of leaders with the overall indicator of constructs of outsiders. Values of a high significance level were obtained, where  $\varphi * emp = 2,861$  (at  $p > 0,01$ ). This confirms the reliability of the prevalence of the share in the total number of constructs of leaders (40.1%) over the share of the total number of constructs identified by outsiders (28.9%). Then we compared the share of the total number of constructs of leaders and average status members of the group. The obtained value of  $\varphi * emp = 2,304$  is significant at the level  $p \geq 0,05$ .

Leaders and average status members of the group are inferior to outsiders in the uniqueness of personal constructs, while repeating most of them. That is, there is a high frequency (42.4% to 57.6%) in the repertory of leaders, despite the fact that the number of personal constructs identified by them exceeds the total number of constructs of outsiders. Thus, the uniqueness of the leaders' personal constructs is ousted by their frequency of occurrence.

Let us compare the quantitative ratio of unique constructs between leaders and outsiders according to the frequency of occurrence of the sign with the help of the Fisher's criterion. The obtained value of  $\varphi * emp = 4.056$  (at  $p > 0.01$ ) is in the area of significance. Thus, we can say that the share of outsiders' unique constructs is significantly higher than the share of leaders' unique constructs.

Then we compare the unique and repetitive constructs of students with a low and average sociometric status. The obtained value of  $\varphi * emp = 2,161$  is significant at the level  $p \geq 0,05$ . This means that by the uniqueness of personal constructs outsiders can exceed average status members of the group.

In the first place in terms of the number of references of high-status subjects (as well as representatives of the other two sociometric positions) there is the construct "positive emotions - negative emotions". Thus, making up the pairs of constructs when perceiving the proposed situations, leaders were inclined to address the emotional sphere, creating a binary opposition. The construct "loneliness - company" is also popular. Consequently, the leaders evaluated the proposed situation primarily from the position of the milieu. In addition, leaders resorted to the use of the construct "obligations - needs" in the perception of the proposed situations. This construct expresses a dissonance between the necessary actions that are required in view of objective circumstances and subjective desires of the subjects.

The leading position in the cognitive field of outsiders is equally occupied by the constructs "negative emotions - positive emotions" and "loneliness - company". These constructs were primary for outsiders in perceiving the proposed situations, because they pass information through the emotional sphere in the first place and see if the situation is connected to being alone or it will take place among people and they build their behavior on the basis of this.

In addition, the constructs "loneliness - company", "negative emotions - positive emotions", "compromise - disagreements", and "openness - suspiciousness", "friends - fellows", "friends - enemies" are common for the repertory of subjects with high and low sociometric status.

## Discussions

In the course of our study, we came to the conclusion that students with a low, high and average sociometric status have differences in the cognitive style and personality constructs. For instance, students with a low sociometric status show cognitive complexity. Students with a high and average sociometric status demonstrate cognitive simplicity. In addition to cognitive complexity, students with a

low sociometric status have shown themselves to be cognitively complex and more field dependent. Students with a high and average sociometric status demonstrated somewhat simplified organization of cognitive space and a field dependent cognitive style.

The fact of the presence of similar constructs in the repertory of students belonging to different positions of the sociometric status testifies to socio-cultural stereotypes that help to minimize verbal barriers.

Constructs of cognitively simple respondents, leaders in particular, are distinguished by a high frequency of occurrence, which is correlated with the number of original values and even exceeding it. This imbalance of the constructive system in favor of "repeated" constructs shows that students with a high and average sociometric status construct their social reality on the basis of a limited range of parameters that are self-contained.

Leaders and average status students made up the largest number of constructs, but they are inferior to the designs of outsiders by the degree of differentiation. Thus, the system of constructs of leaders and average status students is distinguished by the rigidity of ties, which can become a prerequisite for the dogmatization of thinking and loss of flexibility.

Thus, according to the logic of our interpretation of the results, one of the main differences between students with different sociometric status is the difference in the perception and analysis of the proposed situations.

### Conclusions

This article presents the results of the cognitive style study and personality constructs of students with different sociometric status. The results demonstrate that students with different sociometric status can be equally field dependent in the framework of a certain type of situations. In the context of certain situations, students-outsiders can demonstrate a field independent cognitive style. Average status students are equally field dependent irrespective of the context of situations. The cognitive space of subjects-outsiders has a more differentiated structure, which allows them to evaluate social situations taking into account numerous parameters. Cognitively complex subjects are guided not by a productive experience (motivation for success) as in the case of leaders and average status subjects, but by unproductive one (expectation of failure). Due to this, they are constantly in search of "correct" constructs, by picking the most probable ones. Many situations which the subjects-outsiders find themselves in, are analyzed by them not from the position of the past experience, but taking into account the identification of changed details and the construction of a new scheme suitable for each specific case. That is, cognitively complex subjects, are more susceptible to changes in the situation, in this connection, both new and already familiar situations are perceived by them holistically and in a renewed manner.

### Recommendations

With respect to groups of learners, the following areas of psychological work can be developed: the development of reflective thinking, independence in decision-making, the formation of value orientations, the formation of interpersonal relations skills, as well as qualities such as empathy, tolerance, flexibility in behavior, internality, ability to accept situations and solve problems (Salakhova et al., 2017). Work can be carried out in the form of group trainings for personal development, as well as interpersonal interaction, and this can also be done in the form of consultations.

### Acknowledgments

This work has been completed under the sponsorship of RFBR grant No. 18-413-730015 \ 18 "Cognitive attributes of group phenomena of the information environment in the context of socio-cultural challenges in the territory of the Ulyanovsk region".



## References

1. Adler, A. (2000). To understand the nature of man. St. Petersburg: Academic Project.
2. Allport, G. (2002). The Formation of Personality: Selected Works. Moscow: Meaning.
3. Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, EURASIA Journal of Mathematics Science and Technology Education, 14(4), 1359-1369.
4. Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, EURASIA Journal of Mathematics Science and Technology Education, 14(4), 1497-1507.
5. Francella, F., Bannister, D. (1987). New method of studying personality: A guide to repertoire personal methods: Translated from English. General. ed. and preface by Yu.M. Zabrodina and V.I. Pokhilko. Moscow: Progress.
6. Glazkov, A.V. (2012). Interrelation of organizational loyalty and cognitive style "Field dependence - field independence" demonstrated by the example of pedagogical workers. *Bulletin of BSU*, 2, 166-170.
7. Ju, R., Buldakova, N.V., Sorokoumova, S.N., Sergeeva, M.G., Galushkin, A.A., Soloviev, A.A., Kryukova, N.I. (2017). Foresight methods in pedagogical design of university learning environment. *EURASIA Journal of Mathematics Science and Technology Education*, 13(8), 5281-5293.
8. Kapesina, T.T. (2016). The study of interpersonal relations in a student group. *Science, Society, State*, 4(1), 95-102.
9. Karpova, E.V., Yablokova, A.V. (2016). Cognitive styles: the history of the issue and new problems. *Yaroslavl Pedagogical Bulletin*, 6, 62-74.
10. Kelly, G. (2000). Theory of personality. Psychology of personal constructs. St. Petersburg: Speech.
11. Kholodnaya, M.A. (2004). Cognitive styles. The nature of the individual mind. St. Petersburg: Peter.
12. Klimov, E.A. (1988). Introduction to the psychology of labor. Moscow: Pedagogy
13. Krichevsky, R.L., Dubovskaya, E.M. (2001). Social psychology of a small group. Textbook for institutions of higher education. Moscow: Aspect Press.
14. Mamedova, L.V., Gudkov, Yu.E., Sergievich, A.A., Khoroshikh, P.P. (2016). Cognitive styles: modern aspects of research. *Bulletin of A.S. Pushkin Leningrad State University*, 2, 48-59.
15. Masalimova, A.R., Schepkina, N.K., Leifa, A.V., Shaidullina, A.R., Burdukovskaya, E.A. (2014). Mentoring perfection in modern enterprises conditions: practical recommendations. *American Journal of Applied Sciences*, 11(7), 1152-1156.
16. Masalimova, A.R., Chibakov, A.S. (2016). Experimental analytical model of conditions and quality control of vocational training of workers and specialists. *Mathematics Education*, 11(6), 1796-1808.
17. Merlin, V.S. (1986). Essay on the integral study of individuality. Moscow: Pedagogy.
18. Obdalova, O.A., Soboleva, A.V., Naiman, E.A. (2013). The concept of cognitive style and its role in the functioning of the cognitive sphere of the individual when teaching a foreign language. *Bulletin of Tomsk State University*, 366, 126-131.
19. Osokina, K.A. (2016). Interrelation of the cognitive style (field dependence-field independence) and some personality traits. *Bulletin of V.P. Astafiev KSPU*, 4(38), 54-67.
20. Ostapenko, G.S., Zobkov, A.V. (2016). Dynamics of heterochronism of the development of cognitive styles in adolescence. *PNiO*, 2(20), 73-87.

21. Petrenko, V.F., Mitina, O.V., Korostina, M.A. (2017). Psychometric Analysis of Diagnostic Indicators of the Technique "Fabulous Semantic Differential". *Bulletin of Moscow University. Series Psychology*, 2, 114-135.
22. Sachkova, M.E. (2016). A topical approach to the study of status relations in student groups in the framework of the school of thought at the Faculty of Social Psychology of Moscow State Pedagogical University. *Social psychology and society*, 7(1), 59-71.
23. Salakhova, V.B., Sidyacheva, N.V., Zotova, L.E., Klepach, Yu.V., Rusyaeva, T.A., Belova, T.A., Buevich, S.Yu. (2018). Specific features of normative ideals and individual priorities of the deviant. *Modern Journal of Language Teaching Methods*, 8(5), 232-242.
24. Salakhova, V.B., Tkhuo, M.M., Shalamova, L.F., Poleyaya, M.V., Pozharskaya, E.L. (2017). Intergration resources of the personality in the context of human existence modes. *Man in India*, 97(9), 121-130.
25. Shkuratova, I.P. (1994). Cognitive style and communication. Rostov on Don: Publishing house of Rostov Pedagogical University.
26. Stolin, V.V. (1987). Psychodiagnosis of self-consciousness. General psychodiagnosis. Moscow: Pedagogy.
27. Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A. (2018). The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students, *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353-2366.
28. Torlopoova, N.V., Nizovskikh, N.A. (2017). Cognitive complexity of interpersonal perception as an indicator of communicative competence of senior preschool pupils. *Kontsept*, 5, 79-86.
29. Zaretskiy, V.V. (2017a). Approaches to expertise of social projects, including social advertising directed to the performance of healthy lifestyle and prevention to expertise of additive behavior. *Prophylaxis of dependencies*, 2(10), 158-164.
30. Zaretskiy, V.V. (2017b). Prevention of tobacco-smoking with minor and youth (training module of the program of improving qualification "Prevention of additions among the junior"). *Prophylaxis of dependencies*, 1(9), 33-71.
31. Zaretskiy, V.V. (2018). Social and psychological support for persons affected by him, and also with the support of families in which the child is affected by the virus of human immunodeficiency virus. *Prophylaxis of dependencies*, 2(14), 181-212.
32. Zimnyaya, I.A. (2004). Pedagogical psychology: Textbook for institutions of higher education. Moscow: Logos.
33. Zolotovitsky, R.A. (2007). Sociometry by Ya.L. Moreno. *Psychology and school*, 3, 43-54.

## Learning Style Preferences of Students Studying in Foreign Language

Mehmet Ugural, Ph.D.<sup>1</sup>, Salim Akyürek, Assit. Prof. <sup>2</sup>, Ecem Tezel, M.Sc.<sup>3</sup>

<sup>1</sup>Assistant Professor, Dept. of Civil Engineering, Istanbul Kültür University, Istanbul, Turkey.(Corresponding author)

<sup>1</sup>Assistant Professor, School of Tourism and Hotel Management, Near East University, Istanbul, Turkey

<sup>2</sup>Research Assistant, Dept. of Architecture, Istanbul Technical University, Taşkışla Campus, Istanbul

### Abstract

Knowledge of learning styles plays a vital role in education because, it can enhance the ability of educators to build on student experiences and construct new learning opportunities. This study aimed to understand the learning preferences of students from two distinguishing departments of construction who are educated in foreign language of English. With this aim, following an in depth literature review, the learning style of 170 undergraduate architecture and civil engineering students at Istanbul Technical University were empirically surveyed, using Honey and Mumford's Learning Style Questionnaire (LSQ). According to statistical tests of the questionnaire data, there is no evidence supporting the hypothetical two bipolar structure of the LSQ. However, the results confirmed different characteristics of students from different disciplines.

**Keywords:** Learning Style Preference; Architecture Student; Civil Engineering Student; Undergraduate Level.

### Introduction

Education research students learn and study in different ways and that students' learning styles will not only affect their academic performance, but also prepare them for demands and expectations of the business world. As such, understanding the ways in which students learn is a key element to education improvement. Students' behaviors and performance during lectures differ from each other according to their prominent learning style. Obviously, failure to observe individual differences in teaching and learning process would inevitably lead to an impoverishment of education. That is to say that, academic achievement of a learner depends on his/her intellectual ability, as well as his/her preferred learning styles (Kolb, 1984).

A review of a large number of studies into the relationship between learning styles and performance indicates that, learning style has an impact not only on academic performance, but also on work-related performance as well (Furnham et al., 1999; Kozhevnikov, 2007; Hamza et.al, 2018; Akhlaghi et.al, 2018;). There have also been various systematic reviews in this area (Hough, 1998, 1992; Feldman et.al., 2015; Al-Azawe and Badii, 2014; Jouaneh, 2005; Romanelli et.al., 2009). According to these studies, students prefer different learning styles. As such, understanding individual differences in the ways students approach learning is a key element in enhancing learning performance of students but also preparing them for demands and expectations of the business world.

As noted by Kolb (1983), learning styles are not fixed personality traits but rather refer to individuals' characteristics and behavior explaining their preferred ways of gathering, organizing and thinking about information (Fleming, 2005). Learning theories and models are among the means that aim to account for differences in individual learning (Scott, 2010). However, the myriad of theories of learning styles with their overlaps and inconsistencies have led to many criticisms of their value. An in-depth discussion of theories and models in the field of learning style to date is beyond the scope of this paper and the reader is

referred to Cassidy (2004), Coffield et al. (2004), Feldman et al. (2015), Al-Azawei and Badii (2014) for a thorough treatment of the subject

Students' learning preferences may be influenced by several factors, including gender, age, major, and sociocultural factors (Sarabi-Asiabaret al., 2015). Contradictory results regarding these potential influences have been reported in various studies (Al-Saud, 2013; Rahimiet al., 2008).

Some researchers have investigated the differences in the learning styles of students of different majors. In these researches, it has been suggested that studies comparing majors should focus on discrete majors instead of more generalized headings. Therefore, this study aims to raise concerns for individual differences in learning styles between architecture and civil engineering students. The significance of this paper, apart from its valuable insights about learning process, is to uncover the diversity among architecture and civil engineering students' approaches to learning at Istanbul Technical University.

### Learning Style Instruments

A review of the literature reveals various learning style instruments as well as their potential use and limitations, a wide variety of instruments or inventories for measuring learning styles and each has both advantages and disadvantages (Cassidy, 2004). As argued by Hawk and Shah (2007), each instrument has its own format, various number of statements and includes certain complexities. Thus, it may not be possible to explore all of the richness of the nature of learning styles with a single instrument. Many of them suffer from low internal reliability and lack of empirical evidence. The critical question is whether these instruments really just measure studying performance.

Considering the dozens of developed learning style models, five of the models have taken part in engineering education literature. These models are Myers-Briggs Type Indicator (MBTI), Kolb's Learning Style Inventory (LSI), Felder and Silverman's Index of Learning Styles (ILS), Dunn and Dunn's Learning Styles Inventory Visual, Auditory and Kinesthetic (LSI-VAK) and Honey and Mumford's Learning Styles Questionnaire (LSQ). Even Kolb's Learning Style Inventory (LSI) and Honey and Mumford's Learning Styles Questionnaire (LSQ) have been widely used in researches about learning styles of students in various disciplines, there are few published studies that have systematically examined the learning styles of architecture students (Khorshidifard, 2014; Demirbaş & Demirkan, 2003).

In this study, Honey and Mumford's (1992) Learning Style Questionnaire (LSQ) was selected for use for a number of reasons. First, it has been widely applied to educational settings in different countries (Duff & Duffy, 2002). Second, despite Duff and Duffy (2002) revealed concerns about LSQ's reliability and validity, it does not appear to have lower status than other inventories addressing learning styles (Sadler-Smith, 2001; Honey & Mumford, 1992; Allinson & Hayes, 1988). Third, items included in the LSQ are found relatively easier to understand (Duff & Duffy, 2002). Additionally, LSQ can be completed in a shorter time since it has fewer items compared with some of the instruments.

Honey and Mumford (1986; 1992) extended David Kolb's theories into a psychological framework of four basic learning styles: activists, reflectors, pragmatists and theorists. These four styles correspond approximately to those suggested by Kolb's ELT (Experiential Learning Theory): Active Experimentation (Activist), Reflective Observation (Reflector), Abstract Conceptualization (Theorist), and Concrete Experience (Pragmatist). Activists prefer to learn by experience and tend to act first and consider the consequences later. Reflectors are more likely to learn from reflective observation. They tend to be cautious and keep a low profile. Theorists are able to learn from logically sound, coherent theories, exploring observations. They emphasized the importance of perfectionism and analytical thinking. Pragmatists focus on learning by doing or trying things with practical values. They have the capacity for making practical decisions and solving problems.



Although the LSQ shares the same theoretical basis with Kolb's LSI, researchers found that the LSQ has better psychometric properties than the LSI (Allinson & Hayes, 1988). This study will seek to use Honey and Mumford's LSQ to understand the learning style preferences of architecture and engineering students and draw comparisons with previous studies.

### Competing Ideas About Learning Style Preferences

Learning preferences may be defined as the favoring of one particular style of learning over another. Additionally, style is an important part of learning, because it determines an individual's preferred way of learning. However none of the studies has been determined the optimal learning style so far. A belief expressed in the field of learning styles is that, one learning style is neither preferable nor inferior to another, but is simply different, with different characteristic strengths and weaknesses (Felder & Brent, 2005).

Previous research on the concept of learning style preferences highlighted some controversial views. Some educators focused on whether learning style preferences should be considered as bipolar (e.g. mutually exclusive) or orthogonal (e.g. combinatorial). Kolb's learning style inventory measured student preferences in two bipolar dimensions as active-reflective and abstract-concrete. In Kolb's opinion, for example, students may show a preference for active experimentation or they prefer to think about their experiences by reflective observation (Lynch, 2002).

Parallel with Kolb's findings, Dörnyei (2005) proposes that learning styles represent two extremes, each of which has its own potential advantages and disadvantages, and argues that an individual who falls on a middle ground between these opposite models is value neutral. However, current research findings lend little empirical support for a dual-factor structure (Kayes, 2005; Yahya, 1998; Brew, 1996). Whereas some studies failed to support Kolb's hypothesized bipolar dimensions of style (Wierstra & de Jong, 2002; Geiger, 1992; Cornwell et al., 1991; Ruble & Stout, 1990), others found mixed support. For example, De Ciantis and Kirton (1996), in their study, presented evidence for two bipolar style orthogonal dimensions, which are not consistent with Kolb's configurative opposites. In two studies on small samples of British and Indian managers, researchers did not reproduce the hypothesized two orthogonal bipolar factor structure.

Based on original ideas by Kolb (1984), Honey and Mumford's work has also postulated that different situations demand and reinforce the application of different learning styles. That is, individuals change their learning style depending on the context of their environment (= style flexibility). A lack of this flexibility results in learners struggling. This raises the question of whether learning flexibility is a function of balancing learning modes.

Scanning the literature also demonstrates that there has been much debate over the stability of learning style among researchers. Some researchers and educators acknowledge that learning styles are fixed and stable, or at least are very difficult to change. To defend this belief, for example, Dunn and Griggs (1989) argue that learning style is a "biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others". Similarly, Claxton and Ralston (1978) indicated that learning style is stable and Cornett (1983) proposed that, the core of the learning style of an individual remains unchanged despite qualitative changes may happen. On the other hand, the evidence about students' learning style preference changes over time provided by Geiger and Pinto (1991) seemed weak and inconclusive. Contrarily, others support the idea that learning styles are not fixed modes of behavior, but are influenced by the situation (Oxford, 2011; Reid 1987). For example, Pinto et al. (1994) found the learning style preferences of students to be susceptible to change over time. Furthermore, Kolb (2000) indicated that learning style is not a fixed trait, but a differential preference for learning, which changes slightly from situation to situation.



In summary, researchers were divided in their findings as to whether students change their learning style in response to different situations. However, much of learning research to date remain both confusing and controversial.

According to Herman Witkin's model in 1978, a distinction may be drawn between students who are fixed in their use of a situation-dependent or situation-independent learning style and those who have flexibility in learning (Anderson & Adams, 1992; Griggs, 1991; Hvitfeldt, 1986). Following this theory, one can go further and suggest if learning styles are not fixed, but can change and adapt to different situations and learning contexts, emphasis should be given to not only identifying the learning styles of students, but also encouraging a balanced approach to learning. This may be attributed to the fact that, a student's preferred (or most comfortable) learning style is not a signal of that student's ineffective learning in other styles. Contrarily, the student's flexibility to perform different learning styles according to the requirement of the situation is an undeniable advantage compared with others who prefer only a single learning style (Brunton et al., 2016). This is also the case for the workforce.

## Methodology

### Sample and Data Collection

The sample was composed of undergraduate students from Departments of Architecture and Civil Engineering. The students were divided into two groups. Group 1 consisted of 91 undergraduate students of the final year class of Civil Engineering Department, while Group 2 consisted of 79 undergraduate students of the final year class students of Architecture. Both groups were sampled using convenient sampling technique.

Data of this study were collected using a questionnaire that consisted of two parts. First part includes questions designed to determine the respondents' demographic information. Second part of the questionnaire consists of the 80-item LSQ developed by Honey and Mumford (2000). Respondents were asked to indicate their agreement of the 80 questions (20 questions for each of the four learning styles). The answers of each student were analyzed and used to measure their tendencies towards a particular learning style.

### Measurement

This study investigates differences in learning style preferences of architecture and civil engineering students. Each respondent's cognitive complexity among the four learning styles is based on the assumption that all individuals develop and practice a balanced mixture of styles in response to situational demands. Nevertheless, some individuals may heavily be dominated by one learning style, or are just particularly weak in one style.

The balance among the four learning frames was operationalized in this study by creating three learning orientation that indicated the degree to which perceptions of the behaviors of students reflected their balanced (or unbalanced) use of the four learning styles.

1. Fully balanced learning orientation: Students in this category scored above the norm-based mean scores for all four learning styles.
2. Moderately balanced learning orientation: Students in this category scored above the norm-based mean scores for any of three of the four learning styles.
3. Unbalanced learning orientation: Students in this category scored above the norm-based mean scores for only one or two of the four learning styles.

### Results and Discussion

Means, standard deviations, inter-correlations and Cronbach's alpha reliability coefficients were calculated for the sample as a whole (see Table 1). The coefficients indicate that, the scores produced by the LSQ have modest internal consistency reliability: Activist, 0.74; Reflector, 0.77; Theorist, 0.68 and Pragmatist, 0.64.

For the data analysis and interpretation of the results, Honey and Mumford's scoring norm in the UK (1992) was used as the main reference. If the score of the students in LSQ survey appeared higher than the average, it is likely to indicate that the students highly prefer that particular learning style. Otherwise, it is likely to indicate that the students are having low preference in that style.

**Table 1.** Means, standard deviations, ranges, reliability estimates and inter-scale correlations for the LSQ inventory subscales

Learning Styles	Mean	SD	Range	Activist	Reflector	Theorist	Pragmatist	Honey & Mumford Norm (1992)
Activist	12.19	2.71	7-18	(.74)				9.3
Reflector	14.12	3.12	4-19	-.093	(.77)			13.6
Theorist	13.18	2.82	6-19	-.146	.582**	(.68)		12.5
Pragmatist	12.42	2.64	6-20	.100	.114	.361**	(.64)	13.7

Cronbach's alpha values are shown in parentheses on the diagonal.

\*\* $p < 0.01$  (two-tailed test)

As shown in Table 1, correlation analysis revealed a positive relationship between the Theorist learning style and the Reflector and Pragmatist learning styles. That is, students who were more Theorist in their learning styles also were more Reflector and Pragmatist in their approach to learn. This result did not support the hypothetical two bipolar structure of the LSQ as theorist and reflector learning styles are considered opposites. However, it conforms to the findings of the researchers who failed to support the two bipolar dimensions of the LSQ (Duff & Duffy, 2002; De Ciantis & Kirton, 1996).

Table 2 represents the learning style orientation of respondents. Initial investigation of the data revealed that, 16.5% of respondents have highly balanced learning orientation type. The percentage of respondents whose learning style type is moderately balanced is 30.6%. The remainder of 52.9% encompasses unbalanced learning style preference. In respect to educational specialization, 7.1 percent of the undergraduate architecture students and 23.2% of the civil engineering student prefer a highly balanced or multi-modal learning style within the classroom. Unbalanced learning styles are abundant among the students enrolled in civil engineering and architecture with 49.5% and 57.7%, respectively.

**Table 2.** Learning style orientation

Learning Styles	Total		Civil Engineering		Architecture	
	n	%	n	%	n	%
Highly balanced	28	16.5	23	23.2	5	7.1
Moderately balanced	52	30.6	27	27.3	25	35.2
Unbalanced	90	52.9	49	49.5	41	57.7
Total	170	100	99	100	71	100

A series of paired t-tests were carried out to examine learning styles preferences of students in the architecture and civil engineering groups, respectively. Paired t-test was calculated on pairs of learning styles with statistical significant interaction effects within the data sets for each group and shown in Table 3. Results indicate that reflector style was the most preferred learning style of students majoring in architecture. The next preferred styles for the architectural group were activist and theorist styles (no difference between styles). Finally, the pragmatist style was the least frequently performed by the architectural group.

**Table 3.** Paired samples test

Learning styles		Mean	SD	t	df	Sig. (2-tailed)
Architecture students	Activist-Reflector	-1.479	4.306	-2.894	70	.005
	Activist-Theorist	-.606	4.331	-1.178	70	.243
	Activist-Pragmatist	.944	3.714	2.141	70	.036
	Reflector-Theorist	.873	3.061	2.404	70	.019
	Reflector-Pragmatist	2.423	4.087	4.994	70	.000
	Theorist-Pragmatist	1.549	2.787	4.685	70	.000
Civil Engineering students	Activist-Reflector	-2.263	4.325	-5.205	98	.000
	Activist-Theorist	-1.273	4.075	-3.107	98	.002
	Activist-Pragmatist	-1.081	3.263	-3.296	98	.001
	Reflector-Theorist	.990	2.481	3.971	98	.000
	Reflector-Pragmatist	1.182	3.609	3.258	98	.002
	Theorist-Pragmatist	.192	3.181	.600	98	.550

From the research findings, it can be concluded that the students majoring in civil engineering preferred the reflector style the most, followed by the theorist and pragmatist styles (no differences between two styles). By far, the least preferred style was the activist style.

Independent t-tests were carried out to compare students' learning styles between the architecture and the civil engineering groups. Results of the independent t-test showed that, there was one significant difference in students' learning styles between the two student groups. Students in the civil engineering group reported the use of pragmatist more often than those in the architecture group ( $t=2.460$ ,  $p<0.005$ ). In addition, gender difference was found only in the pragmatist style where men have a higher mean score than women ( $t=-4.812$ ,  $p<0.001$ ). This result is inconsistent with Honey's study, which revealed no obvious gender differences in learning style preferences. The reminder of this section will discuss these findings in the light of educational specialization culture and gender.

According to the findings of this study, there was no difference between the most preferred learning style of the two student groups. The results showed that the most preferred learning style was the reflector, regardless of the respondents' major. Yet, the reported evidence is in contrast with the findings of those

who found that engineering students tend to show higher preference in the active dimension when compared to the reflective dimension (Lee & Sidhu, 2013; Kolmos & Holgaard, 2008; Mills et al., 2005; Felder & Silverman, 1988). This finding of the present study, combined with the findings of similar studies, raises the question of the impact of culture on the learning process.

There is reason, based on the literature, to believe that cultural differences tend to influence learning preferences (Hofstede, 1997). Hofstede's cultural dimensions may be a good way for understanding of how culture affects learning styles. In his research with 116.000 employees of IBM in 72 countries, Hofstede identified four dimensions of culture, namely; power distance, uncertainty avoidance, masculinity/femininity and individualism/collectivism. According to Hofstede's (1980) model of national culture, Turkey is classified as high-power distance, strong uncertainty avoidance, collectivist and feminine. Among these dimensions, individualism/collectivism and uncertainty avoidance have particular relevance for studying learning styles.

The influence of cultural values on learning preferences was evidenced in several studies. A meta-analysis by Yamazaki and Kayes (2005) provide a summary of these studies. Some scholars argue that, individuals may have a more reflective learning style in countries that are high on in-group collectivism, uncertainty avoidance and assertiveness (Kolb & Kolb, 2009). Auyeung and Sands (1996) examined the learning style preferences made by accounting students from Australia, Hong Kong and Taiwan by adopting the individualism-collectivism cultural dimension. They found that the preference of the accounting students in Taiwan and Hong Kong for reflective style whereas the preference of the Australian students for active style. According to Auyeung and Sands (1996), the reflective style of Taiwanese and Hong Kongese students was resulted from the collectivist nature of those countries while the activist style of Australian students was resulted from the individualistic nature of Australia. Likewise, in the studies of Hoppe (1990) and Yamazaki (2005) there were evidence for a positive relation between uncertainty avoidance and a high preference for reflective learning style. Based on a questionnaire survey conducted in Hong Kong, Wong et al. (2009), found a strong preference of the construction practitioners on the reflector scale, which describes individuals who are good at listening others. In the light of the characteristics of the construction industry, the authors concluded that those who is responsible for design and construction project should be good listeners in fulfillment of the owner's demands.

As it is clear from the above, there exists an alignment between the most preferred learning style of the sample students and the Turkish social values of high on in-group collectivism and uncertainty avoidance.

As for the less preferred learning style, the findings contemn that architecture students showed less preference for pragmatist learning style whereas civil engineering students displayed less preference for activist learning style. Less preference of "Activist" indicates that, the students majoring in civil engineering would plan their activities in detail and evaluate the benefits and risks before taking actions, instead of acting immediately and making intuitive decision. For architecture students, less preference of "Pragmatist" may raise a substantial issue for the architecture education that the students do not have awareness about the importance of generating new ideas or they abstain to experience new ideas into practice. This is important due to the fact that, for construction, which has knowledge-driven and competitive business environment, innovation efforts are the main competitive advantage to survive. Without further analysis of the sample, it is difficult to propose substantial reasons for this pattern. This result calls for a reassessment of content and delivery of the architectural education program.

Evidence regarding the balance use of learning styles shows that civil engineering students tended to achieve a more balanced learning style combination than did architecture students. This implies that, civil engineering students prefer to learn in a holistic way, "using the abilities associated with all four learning

modes" (Kolb et al., 2001), while architecture students have a preference for one or two learning styles over others.

When examining the differences in learning orientation of male and female students, the findings show that male students preferred the pragmatist style significantly than female students. While this result is inconsistent with Honey's study, it supports the findings of Felix (2001) and Leiba and Nachmias (2006). In their studies, they reported the correlation between students' gender and particular learning styles. Here, it is important to note that, the impact of gender on learning style preferences is generally attributed to various socio-cultural factors (Yang, 2007; Garland & Martin, 2005; Hlawaty, 2002; Heather et al., 2000), however, this issue is not within the scope of this study.

### Conclusion

The present study aimed to understand the learning style preferences of architecture and civil engineering students at the Istanbul Technical University. It revealed some interesting findings which contribute to the field in several ways. Firstly, the findings did not support the existence of two bipolar learning style structure of the LSQ. This raises some doubts as to the applicability of the LSQ to students generally and architecture and civil engineering students in particular. One can draw from this conclusion that the attempts to reproduce the hypothetical bipolar dimensions of the LSQ may be inappropriate.

The two groups of student scored higher along the four learning styles when compared with the general norms in the UK. There is also evidence to contend that the sample students rely on reflective observation versus active experimentation in the way they learn. This may be an explanation for how culture could be influential in shaping learning preferences.

With respect to the field of specialization, the civil engineering students were found to be more pragmatist learners than the students in architecture. This may be due to the fact that students from different disciplines tend to adapt their learning styles to meet the demands of those disciplines (Entwistle, 1991; Kolb, 1984). A limited number of studies have investigated students' abilities to identify learning style characteristics of disciplines that do not match their learning styles (Komarraju, 2013; Nasarieh & Sarab, 2013; Scott, 2010). In the study reported in this article, we examined the extent to which students' learning style preferences diversify between engineering and architectural disciplines.

Scanning multidisciplinary literatures also revealed that, although there are many learning theories, few have been applied to architectural education. In our review, we did not, also, find any studies investigating the learning style preferences of the architecture students, based on Honey and Mumford's model. In order to contribute to closing this gap, Honey and Mumford's model was used as a framework for determining learning styles.

This study has certain limitations due to its cross-sectional nature and methods of data collection. First, since the participants of this study were students from one university, further research is needed to determine the generalizability of our results. Second, data in the current study were gathered at one point in time. Consequently, the respondents' perception may have been influenced by covariate factors. For this reason, a more extensive research covering a much larger sample size and cross-cultural studies could be conducted in the near future. This study could then become more consolidated.

### References

1. Akhlaghi, N., Mirkazemi, H., Jafarzade, M. and Akhlaghi, N., 2018. Does learning style preferences influence academic performance among dental students in Isfahan, Iran? *Journal of educational evaluation for health professions*, 15.



2. Al-Azawei, A. and Badii, A., 2014. State of the art of learning styles-based adaptive educational hypermedia systems (LS-BAEHSs). *International Journal of Computer Science & Information Technology*, 6(3), p.1.
3. Allinson, C. W., and Hayes, J. (1988). "The learning styles questionnaire: An alternative to Kolb's inventory." *Journal of Management Studies*, 25(3), 269-281.
4. Al-Saud, L.M.S., 2013. Learning style preferences of first-year dental students at King Saud University in Riyadh, Saudi Arabia: influence of gender and GPA. *Journal of Dental Education*, 77(10), pp.1371-1378.
5. Anderson, J. A., and Adams, M. (1992). "Acknowledging the learning styles of diverse student populations: Implications for instructional design." *New Directions for Teaching and Learning*, 49, 19-33.
6. Auyeung, P., and Sands, J. (1996). "A cross-cultural study of the learning style of accounting students." *Accounting and Finance*, 36(2), 261-274.
7. Brew, C. R. (1996). Exploring the learning experience in a first year biology laboratory. (Doctoral dissertation) Monash University.
8. Brunton, J., Brown, M., Cleary, A., Costello, E., Delaney, L., Fox, S., Galvin, C., Gilligan, J., O'Regan, L., and Ward, J. (2016). Lost in transition: A report on enabling success for flexible learners. *Dublin: Dublin City University*.
9. Cassidy, S. (2004). "Learning styles: An overview of theories models and measures." *Educational Psychology: An International Journal of Experimental Educational Psychology*, 24(4), 419-444.
10. Claxton, C. S. and Ralston, Y. (1978). "Learning styles: Their impact on teaching and administration." *Washington, DC: National Institution of Education*.
11. Coffield, F., Moseley, D., Hall, E. and Ecclestone, K. (2004). *Learning styles and pedagogy in post-16 learning: A systematic and critical review*, Learning & Skills Research Centre, London.
12. Cornett, C. E. (1983). *What you should know about teaching and learning styles*, Phi Delta Kappa, Indiana.
13. Cornwell, J. M., Manfredo, P. A. and Dunlop, W. P. (1991). "Factor analysis of the 1985 version i. of Kolb's learning style inventory." *Educational and Psychological Measurement*, 51(2), 455-462.
14. De Ciantis, S. M. and Kirton, M. J. (1996). "A psychometric reexamination of Kolb's experiential learning cycle construct: A separation of level, style and process." *Educational and Psychological Measurement*, 56(5), 809-820.
15. Demirbaş, O. O., and Demirkan, H. (2003). "Focus on the architectural design process through learning styles." *Design Studies*, 24(5), 437-456.
16. Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*, Lawrence Erlbaum Associates, New Jersey.
17. Duff, A. and Duffy, T. (2002). "Psychometric properties of Honey & Mumford's learning styles questionnaire (LSQ)." *Personality and Individual Differences*, 33(1), 147-163.
18. Dunn, R. and Griggs, S. A. (1989). "Learning styles: Quiet revolution in American secondary schools." *The Clearing House*, 63(1), 40-42.
19. Entwistle, N. J. (1991). "Approaches to learning and perceptions of the learning environment: Introduction to the special issue." *Higher Education*, 22, 201-204.
20. Felder, R. M. and Brent, R. (2005). "Understanding student differences." *Journal of Engineering Education*, 94(1), 57-72.
21. Felder, R. M. and Silverman, L. K. (1988). "Learning and teaching styles in engineering education." *Engineering Education*, 78(7), 674-681.
22. Feldman, J., Monteserin, A. and Amandi, A., 2015. Automatic detection of learning styles: state of the art. *Artificial Intelligence Review*, 44(2), pp.157-186.

23. Felix, U. (2001). *Beyond Babel: Language learning online*, Publications and Clearinghouse Manager, Language Australia, Australia.
24. Fleming, N. D. (2005). *Teaching and learning styles: VARK strategies* (2nd ed.). Christchurch: The Digital Print and Copy Center.
25. Furnham, A., Jackson, C. J., and Miller, T. (1999). Personality, learning style and work performance." *Personality and Individual Differences*, 27(6), 1113-1122.
26. Garland, D. and Martin, B. N. (2005). "Do gender and learning style play a role in how online courses should be designed." *Journal of Interactive Online Learning*, 4(2), 67-81.
27. Geiger, M. A. (1992). "Learning styles of introductory accounting students: An extension to course performance and satisfaction." *The Accounting Educator's Journal*, 4(1), 22-39.
28. Geiger, M. A. and Pinto, J. K. (1991). "Changes in learning style preference during a three-year longitudinal study." *Psychological Reports*, 69(3), 755-762.
29. Griggs, S. A. (1991). *Learning styles counseling*, ERIC Digest, ERIC Clearinghouse on Counseling and Personnel Services, Michigan.
30. Hamza, M., Inam-Ul-Haq, S.H., Nadir, M. and Mehmood, N., 2018. Effect of moderate learning Style-teaching mode mismatch on academic performance among 2nd year medical students in Pakistan. *Indian journal of psychiatry*, 60(1), p.109.
31. Hawk, T. F. and Shah, A. J. (2007). "Using learning style instruments to enhance student learning." *Decision Sciences Journal of Innovative Education*, 5(1), 1-19.
32. Heather, T., Cox, R. and Takahiro, K. (2000). "Relating preferred learning style to student achievement." *Proc., Annual meeting of the teachers of English to speakers of other languages*, Canada, Vancouver. (ERIC Document and Reproduction Service No. ED445513).
33. Hlawaty, H. (2002). *Comparative analysis of the learning styles of German versus other adolescents from diverse nations by age, gender and academic achievement level*. Unpublished doctoral dissertation, St. John's University, New York.
34. Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Sage Publications, California.
35. Hofstede, G. (1997). Organizational culture. In A. Sorge and M. Warner (Eds.), *Organizational behavior*, Thompson, UK, 193-210.
36. Honey, P. and Mumford, A. (1986). *Using your learning styles*. (2nd ed.), Peter Honey Publications, UK.
37. Honey, P. and Mumford, A. (1992). *The manual of learning styles*. (3rd ed.), Peter Honey Publications, UK.
38. Honey, P. and Mumford, A. (2000). *The learning styles helper's guide*, Peter Honey Publications, UK.
39. Hoppe, M. H. (1990). *A comparative study of country elites: International differences in work-related values and learning and their implications for management training and development*. Unpublished doctoral dissertation, University of North Caroline, Chapel Hill, North Caroline.
40. Hough, L. The big 5 personality variables-construct confusion: Description versus prediction. *Human Performance*, 5, 139-155. (1992).
41. Hough, L. Personality at work: Issues and evidence. In M. Hakel (Ed.), *Beyond multiple choice: Evaluating alternatives to traditional testing for selection*, Hillsdale, New Jersey, Erlbaum. (1998).
42. Hvitfeldt, C. Traditional culture, perceptual style, and learning: The classroom behavior of Hmong adults. *Adult Education Quarterly*, 36(2), 65-77. (1986).
43. Jouaneh, M. K.. A study of learning styles and team performance. *Proc., 2005 American Society for Engineering Annual Conference & Exposition*, Portland. (2005).
44. Kayes, D. C. Internal validity and reliability of Kolb's learning style inventory version 3 (1999). *Journal of Business and Psychology*, 20(2), 249-257. (2005).

45. Khorshidifard, S. A. (2014). "A paradigm in architectural education: Kolb's model and learning styles in studio pedagogy." *In ARCC Conference Repository*, North America.
46. Kolb, A. Y. and Kolb, D. A. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. In S. Armstrong & C. Fukami(Eds.), *Handbook of management learning, education and development*.
47. Kolb, D. A. (1983). "Learning styles and disciplinary differences." *The Modern American College*, 1, 232-255
48. Kolb, D. A. (1984). *Experiential learning as the science of learning and development*. Prentice Hall, New Jersey.
49. Kolb, D. A. (2000). *Facilitator's guide to learning*. Hay/McBer, Boston.
50. Kolb, D.A., Boyatzis, R.E. and Mainemelis, C., 2001. Experiential learning theory: Previous research and new directions. *Perspectives on thinking, learning, and cognitive styles*, 1(8), pp.227-247.
51. Kolmos, A. and Holgaard, J. E. (2008). Learning styles of science and engineering students in problem and project based education. In *Book of abstracts*, Sense Publishers, Denmark.
52. Komarraju, M. (2013). "Ideal teacher behaviors: Student motivation and self-efficacy predict preferences." *Teaching of Psychology*, 40(2), 104-110.
53. Kozhevnikov, M. (2007). Cognitive styles in the context of modern psychology: Toward an integrated framework of cognitive style. *Psychological Bulletin* 133: 464-81.
54. Lee, C. K. and Sidhu, M. S. (2013). "Engineering students learning styles preferences using Honey and Mumford learning style questionnaire: A case study in Malaysia." *International Journal of Information Technology & Computer Science*, 9(1), 107-114.
56. Leiba, M. and Nachmias, R. (2006). "Web usage patterns and learning styles in an academic course in engineering." *Proc., International Conference on Information Communication Technologies in Education (ICICTE 2006)*, Rhodes.
57. Lynch, M. M. (2002). *The online educator: A guide to creating the virtual classroom*, Routledge, London.
58. Mills, J., Ayre, M., Hands, D. and Carden, P. (2005). "Learning about learning styles: Can it improve engineering education." *Mountain Rise*, 2(1).
59. Naserieh, F. and Sarab, M. R. A. (2013). "Perceptual learning style preferences among Iranian graduate students." *System*, 41(1), 122-133.
60. Oxford, R. L. (2011). "Strategies for learning a second or foreign language." *Language Teaching*, 44(2), 167-180.
61. Pinto, J. K., Geiger, M. A. and Boyle, E. J. (1994). "A three-year longitudinal study of changes in student learning styles." *Journal of College Student Development*, 35(2), 113-119.
62. Rahimi, M., Riazi, A. and Saif, S. An investigation into the factors affecting the use of language learning strategies by Persian EFL learners. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*, 11(2), pp.31-60. 2008.
63. Reid, J. M. The learning style preferences of ESL students. *TESOL Quarterly*, 21(1), 87-111. (1987).
64. Romanelli, F., Bird, E., and Ryan, M. Learning styles: A review of theory, application and best practices. *American Journal of Pharmaceutical Education*, 73(1), 1-5. (2009).
65. Ruble, T. L. and Stout, D. E. Reliability, construct validity, and response-set bias of the revised learning-style inventory (LSI-1985). *Educational and Psychological Measurement*, 50(3), 619-629. (1990).
66. Sadler-Smith, E. (2001). The relationship between learning style and cognitive styles. *Personality and Individual Differences*, 30(4), 609-616.
67. Sarabi-Asiabar, A., Jafari, M., Sadeghifar, J., Tofighi, S., Zaboli, R., Peyman, H., Salimi, M. and Shams, L., The relationship between learning style preferences and gender, educational major and

- status in first year medical students: a survey study from iran. *Iranian Red Crescent Medical Journal*, 17(1). 2015.
68. Scott, C. The enduring appeal of learning styles. *Australian Journal of Education*, 54(1), 5-17. (2010).
69. Wierstra, R. F. A. and De Jong, J. A. A scaling theoretical evaluation of Kolb's learning style inventory-2. In M. Valcke and D. Gombeir, (Eds.). *Learning styles: reliability and validity*, 431-440. (2002).
70. Wong, K. Y., Chan, K. W. and Lai, P. Y. Revisiting the relationships of epistemological beliefs and conceptions about teaching and learning of pre-service teachers in Hong Kong." *Asia-Pacific Education Research*, 18(1). (2009).
71. Yahya, I. (1998). Willcoxson and Prosser's factor analyses on Kolb's LSI data: reflections and re-analyses. *British Journal of Educational Psychology*, 68(2), 281-286.
72. Yamazaki, Y. Learning styles and typologies of cultural differences: A theoretical and empirical comparison. *International Journal of Intercultural Relations*, 29(5), 521-548. (2005).
73. Yamazaki, Y. and Kayes, D. C. Expatriate learning: Exploring how Japanese managers adapt in the United States. *Proc., Annual meeting of the Academy of Management*, Honolulu, Hawaii. (2005).
74. Yang, J. The impact of knowledge sharing on organizational learning and effectiveness. *Journal of Knowledge Management*, 11(2), 83-90. (2007).

## Mastering Of Student Valeological Socio-Cultural Etalons In Pedagogically Organized Environment Of College And University

Roza Sh. Akhmadieva<sup>1</sup>, Irina P. Yakusheva<sup>2</sup>, Maxim S. Fabrikov<sup>3</sup>, Nina I. Kryukova<sup>4</sup>, Ekaterina P. Perkova<sup>5</sup>, Gulnara R. Ibraeva<sup>6</sup>, Elena V. Platonova<sup>7</sup>, Olga N. Gallyamova<sup>8</sup>

<sup>1</sup>Vice Rector for Academic Affairs, Kazan State University of Culture and Arts, Kazan, Russia

<sup>2</sup>Department of Jurisprudence, Russian State Agrarian University - Moscow Timiryazev Agricultural Academy, Moscow, Russia

<sup>3</sup>Vice-Rector for Administrative and Economic Work, Vladimir State University named after Alexander Grigorievich and Nikolai Grigorievich Stoletov, Vladimir, Russia

<sup>4</sup>Department of State and Legal Disciplines, Plekhanov Russian University of Economics, Moscow, Russia

<sup>5</sup>Department of Sociology, Psychology and Social Management, Moscow Aviation Institute (National Research University), Moscow, Russia

<sup>6</sup>Department of Sociology, Political Science and Law, Kazan State Power Engineering University, Kazan, Russia

<sup>7</sup>Department of English Language for Professional Activity, Ulyanovsk State University, Ulyanovsk, Russia

<sup>8</sup>Department of Physical Education and Sports, Kazan (Volga region) Federal University (Naberezhnye Chelny Branch), Naberezhnye Chelny, Russia

\*corresponding author

### Abstract

The purpose of the article is to determine the opportunities and directions in mastering of valeological socio - cultural etalons by College and University students. The importance of this process for the education of young students is due to the fact that the lack of deeply conscious valeological benchmarks leads to the dominant choice by the youth of anti-social forms of behavior. The article substantiates the components of creating a pedagogically organized environment in educational institutions. It is shown that the modeling of such environment includes a set of qualities of individual psychosomatic health and the process of mastering of socio-cultural valeological etalons – matrix of generalized social representations of health and disease, which operate at the levels of social, group and individual consciousness, manifested in the form of the most common concepts, cultural codes, behavior stereotypes, etc. The study found that the creation of a pedagogically organized environment is possible through the use of special techniques that develop students' goal-setting to value attitude to their own health. The authors have developed conditions that ensure purposeful management of education process of health culture among students of colleges and universities on the basis of mastering of socio-cultural valeological etalons. Methods for diagnostics of the pedagogically organized environment are revealed; the program of work with students on mastering of valeological sociocultural etalons is described.

**Keywords:** pedagogically organized environment, modeling, diagnostics, College, University, students, valeological socio-cultural etalons, value attitude to health, harmonization.

### Introduction

The problems of mastering of social and cultural valeological etalons by students of colleges and universities are considered in interdisciplinary studies of recent years (Pashin, 2011; Stolyarov, 2011).



Methodological foundations and applied aspects in the formation of student valeological culture, creating an environment ensuring the preservation and development of their health are considered in the works of G.V. Bezyuleva (2008), E.N. Dzyatkovskaya (2000), G.K. Zaitsev (2004), N.A. Krasnoperova (2005), V.N. Yakovlev (2010) and others. Researchers rightly note the decline in the level of health care of modern College and University students (Marks et al., 2000; Tastan et al., 2018). This is reflected in the large number of students who have chronic diseases (Maltsev et al., 2005); and in the decrease in the number of healthy students; and in the alarming dynamics of students' diseases of the respiratory system, nervous system and gastrointestinal tract.

As the most influential reasons for this situation, researchers call the lack of night sleep, low motor activity, eating disorders (Raevsky & Kanishevsky, 2008). In addition, it is possible to include in the list of these reasons the growth of student alcohol and drug dependence, as well as a low level of valeological culture.

Meanwhile, the health care and preservation are directly dependent on the level of valeological culture, which reflects the measure of awareness and attitude of man to him/herself, i.e. the system of knowledge about health. An important place in the development of valeological culture is played by the life guidelines of the individual, which, in turn, are based on the mastered in childhood and youth behaviors, value orientations – special socio-cultural standards, which are socio-cultural valeological etalons – matrix of generalized social concepts of health and disease, which operate at the levels of social, group and individual consciousness, manifested in the form of the most common concepts, cultural codes, stereotypes of behavior.

Scientists also determine the importance for the student health care of a certain psychological comfort (Borisova, 2005), describe the factors of formation of students' value attitude to their health (Kudashev, 2012), prove the impact of the health technologies' mastering on professional and personal development (Ivakhnenko, 2016).

All this indicates the need to increase attention to the valeological component of education, which implies a wider introduction of knowledge and skills, including in the mastering of valeological socio-cultural etalons in the content of the educational process in colleges and universities.

In General, the most effective is the mastering of socio-cultural valeological etalons in a pedagogically organized environment, which has a complex impact on students and forms the basis of valeologically appropriate behavior, motivating the student to a healthy lifestyle, which contributes to the performance of human professional, social and household functions in optimal conditions for health and development. Thus, the mastering of socio-cultural valeological etalons creates a Foundation for the education of student attitude to health as the main human value.

The scientific and theoretical novelty of this study is provided by the fact that it identifies the components of the pedagogically organized environment aimed at mastering of socio-cultural valeological etalons by the students of colleges and universities as the basis of valeological culture of the individual:

- Component of health care: the presence in the educational environment of conditions for preservation and strengthening of the health of all entities of the educational process, taking into account the psychological age-specific features of students, including such as a heightened sense of individualism; the desire for independence, strong emotional experiences, communication problems; manifestations of distress, depressive symptoms (Wells et al., 1989);
- Component of formation of valeological culture: purposeful formation of value attitude culture to student health and healthy lifestyle, including value-motivational attitudes, knowledge, abilities, health care and improvement skills, mastering of socio-cultural valeological etalons;

- Prevention component of negative trends in the dynamics of student health and lifestyle: a constant step-by-step prevention, the study of the impact dynamics of measures taken to improve the student lifestyle.

The creation of a pedagogically organized environment provides support for all major factors which are important for the student health, including socio-hygienic, biomedical and psychological ones (Stukalova, 2017). Besides, in the developed pedagogically organized environment of the educational organization students are accompanied by the pedagogical maintenance directed on the help in adaptation to new conditions of activity (Yefimova, 2004; Yegorychev & Pentsik, 2003), (Kosolapov & Lofitskaya, 2002; Adda, Chandola & Marmot, 2002; Davoudi et al., 2018; Fartash et al., 2018), support for adequate self-assessment, which correlates with the level of objective state of health (Rusinova, Panova & Safronov, 2008). The research identify that in the course of student adaptation the incidence of morbidity is increasing (Medik & Yuryev, 2003).

Meanwhile, it should be noted that many aspects of the pedagogically organized environment of educational organizations, in which the conditions for the formation of valeological culture foundations are created are still debatable.

Thus, the works of scientists do not consider such aspects as 1) the development of techniques that develop the students' goal-setting to value attitude to their own health; 2) the creation of conditions that provide purposeful management of the process of health culture education among College and University students on the basis of mastering of socio-cultural valeological etalons; 3) the rationale for methods of diagnosis of pedagogically organized environment; 4) generalization and classification of forms of work with college and university students on the mastering of valeological socio-cultural etalons.

This article reflects the results of the theoretical and practical study, aimed at revealing the essence of the above mentioned aspects and their ability to overcome the formalism in the creation of pedagogically organized environment, which is very important not to reduce to activities to promote various diets and other hygienic methods and programs of somatic existence.

From the standpoint of the authors of the study, the modeling of pedagogically organized environment is based on the idea of "health" as a holistic characteristic of the human state, which includes a set of qualities and peculiarities of individual psychosomatic health. The basis of this is the valeological socio-cultural etalons, which provide a conscious adherence to a certain order and harmony in life functions, stable positive attitude, contributing to the productive realization of personal potential.

The study is based on modern valeological socio-cultural etalons of anthropocentric model, i.e. the existence of an internal connection between personal growth and health, which is understood as the development, change, the desire to gain meaning and completeness of life, identity, achieving productive self-realization in professional and personal development.

### Materials and Methods

This article presents the results of a long – term study (2015-2018) on the modeling of pedagogically organized environment in universities and colleges, which includes a variety of educational, sports, information and preventive activities and events that can ensure the productive activities of students to preserve and strengthen the health of the entities of the educational process, the development of their value attitude to health care and the development of valeological socio-cultural etalons.

The experimental base consisted of pedagogically organized environments created in colleges and universities of Moscow, Moscow region, the Republic of Tatarstan, Orel, Smolensk, Nizhny Novgorod.

Age of students: 16 - 25 years. The experimental group was composed of 670 students. 76 employees of educational institutions, including teachers and administrators, were also involved. To assess the impact

of pedagogically organized environment on the state of students and the level of valeological socio-cultural etalons' mastering experts were invited: teachers, psychologists and health professionals.

Methodical toolkit.

The following methods were used to diagnose the pedagogically organized environment of educational organizations:

1) analysis of the learning activities from positions reflecting valeological social and cultural etalons.

From these positions were evaluated:

- Material and technical environment of the educational space;
- Psychological climate of the educational process;
- The availability and selection of methods, contributing to enhance socio-cultural mastering of health etalons and support for the initiative of the students themselves in the process. This is action training, discussions, role-playing; methods aimed at self-knowledge and development;
- Compliance with hygiene standards and requirements for the use of multimedia in the classroom;
- Level of motor activity of students;
- the presence in the content of the lesson of issues related to health and healthy lifestyle; demonstration, tracking these relationships; formation of attitudes to health as a personally significant value; development of understanding of the essence of a healthy lifestyle; the formation of the need for a healthy lifestyle; development of an individual way of safe behavior, the informing of students about knowledge on the possible consequences of the choice of behavior, etc.;
- Rationality in the distribution of the rhythm of classes, taking into account the time of fatigue of students and reduce of their learning activity. This rhythm is determined in the course of intensive monitoring the dynamics of distractions of students' attention.

The study highlights the characteristics of the rhythm of classes: a) fast, "crumpled" rhythm: in the classroom there is no time for questioning and reflection; b) calm smooth rhythm: students have the opportunity to discuss the material, the teacher comments on educational information and tasks for independent work; c) slow rhythm: there is a delay of students in the classroom after the call.

2) Diagnostics of student goal-setting of this educational organization in the value attitude to one's own health. To do this, the method for assessing the microclimate of the student group was used (Fetiskin, Kozlov & Manuilov, 2002; Rogov, 1999). The expert assessment carried out by a group of specialists on a scale was also applied: 1 - low level of goal setting, 2 - goal setting in the initial stage of the average formation, 3 - average goal setting; 4 - goal setting which is above the average, 5 - high level of goal setting. The comparison of indicators of somatic health level in goal setting and the development of social and cultural valeological etalons took place in the study; in this part of the study health professionals were invited.

The course of the experiment.

At the first stage of the experiment diagnostics of pedagogically organized environment was carried out. At the stage of ascertaining experiment it was investigated how the indicators of development of pedagogically organized environment can affect the health of students, the psychological climate within the group. On the forming stage the hypothesis was tested about the necessity of mastering social and cultural valeological etalons by students. It is determined that the formation of valeological culture, in general, is reflected in the reduction of neuroticism of students, their irritability, i.e. has a positive impact on a number of indicators of social and mental health of students. This, in turn, entails an increase in the somatic health indicators of students.

Four groups of students were formed in the experiment (see table 1).

**Table 1.** General characteristics of experimental groups of students

Group	The program of experimental work in the group included
№ 1	special effects on the material and technical component of the environment
№ 2	special effects on the material and technical component of the environment, on the psychological climate in the student group
№ 3	special effects on the material and technical component of the environment, on the psychological climate in the student group, a number of educational activities aimed at the mastering of socio-cultural valeological etalons
№ 4	a full-fledged program to create a pedagogically organized environment and the mastering of socio-cultural valeological etalons

The experiment in the group № 4 was the most complete and voluminous and was aimed at the formation of a pedagogically organized environment, and to determine the impact on students of socio-cultural valeological etalons' mastering. The program of the experiment included specially organized seminars, psychological trainings and other educational activities aimed at the formation of valeological culture, to reduce deviations in mental and social health; to prevent and reduce stress and burnout; to increase the level of competence in the field of health saving, to improve knowledge and skills in relation to health-preserving pedagogical conditions of the educational process organization; to promote knowledge on health care.

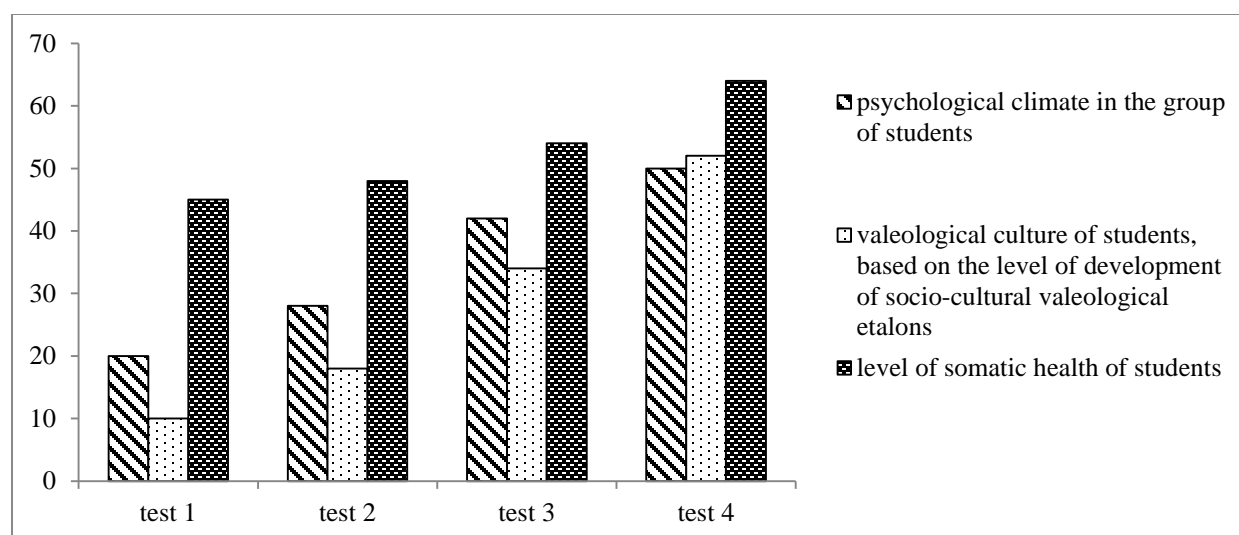
In addition, special extracurricular activities aimed at improving the socio-psychological climate in the group, the development of stress resistance were organized.

In addition, the opportunities of specially organized individual and group conversations with students were used. The interviews were conducted by professional psychologists and included the issues of acquiring the skills of stress resistance, coping strategies and value attitude to health.

### Results

The study showed that the creation of a developed pedagogically organized environment of the University and College required significant time and human resources. Although this study failed to fully realize the potential of pedagogically organized environment aimed at the formation of valeological culture of students, the resulting value of the changes carried out in the experimental groups – primarily in the group number 4, shows a significant improvement in the quality of pedagogically organized environment of educational organizations in terms of health preservation.

The data has been summarized in tables and charts (see example in the chart in Fig. 1).



**Figure 1.** Diagram showing the study of the dynamics on the influence of pedagogically organized environment on the development of student socio-cultural valeological etalons (the results of the score in the group № 4)

In the study, conditions were developed to ensure the purposeful management of the process of education of health culture among students of colleges and universities on the basis of the mastering the socio-cultural valeological etalons. These conditions are summarized in table 2.

**Table 2.** Conditions for the formation of valeological culture of College and University students in a pedagogically organized environment

Conditions	Pedagogical support of their implementation
Optimization of psychological climate in the group	<ul style="list-style-type: none"> <li>- creation of a favorable psycho-emotional climate of classes (individual and group work with students, improving professional competence and valeological culture of teachers);</li> <li>- provision of psychological and pedagogical assistance to students in difficult life situations (consultations, conversations, trainings);</li> <li>- Coordination and construction of constructive interaction of all entities of the educational process.</li> </ul>
Development of students' value attitude to health	<ul style="list-style-type: none"> <li>- expansion of knowledge of teachers and students about health, healthy lifestyle, about the factors influencing health, data on ways of maintenance of physical, mental, moral health; sanitary and medical knowledge; knowledge of normative legal documents in the field of health saving;</li> <li>- introduction into the educational process of modern techniques and technologies aimed at fostering a culture of student health and the mastering of valeological socio-cultural etalons;</li> <li>- Psychological and pedagogical support of the development of student conscious value attitude to their own health.</li> </ul>
Activation of social and cultural	- creating situations that motivate the initiative and self-inclusion of



initiative of students and their responsible attitude to their own health	students in various activities aimed at fostering a culture of health; - conducting creative meetings, sports and educational activities aimed at supporting the initiative of students in the mastering of socio-cultural valeological etalons.
---	---

In general, the generalized data of theoretical and practical (experimental) research confirm that the complex application of influences' program on students in the process of creating a pedagogically organized environment of educational organization and the creation of conditions for the mastering of socio-cultural valeological etalons, which generally forms the valeological culture of students, can improve changes in all health subsystems-physical, mental and social – among the students of the experimental group, which has passed such a program compared to the students who were included in the group in which the program was not fully implemented.

### Discussion

The analysis of the factors influencing the improvement of the quality of the pedagogically organized environment in the educational organization aimed at supporting the desire of students to implement the practice of health saving, based on the mastering of socio-cultural valeological etalons, revealed that the violation of students' somatic health is closely linked not only with the indicators of mental and social health, but also with the motivation for self-development and the level of valeological culture. In particular, it was found that students with a low level of socio-cultural valeological etalons' mastering have increased neurotic state is developed; there is a decrease in educational motivation.

Observation of students included in the process of socio-cultural valeological etalons' mastering in a pedagogically organized environment shows that they are ready for changes in the order and way of life, to recovery, abandonment of bad habits and motivated to transmit the acquired knowledge to their colleagues.

The study developed and tested methods that develop students' goal-setting to value attitude to their own health: stimulating of students' internal motivation to interiorize the concept of "individual health"; actualization of associative links with ideas about health, reflecting the positive nature of this concept; activation of students' cognitive interest in the health care and preservation; support of stable subjective attitude of students to health. It is important that the value attitude of students to health was quite dominant and intense in the structure of their personality. It is these parameters that reflect the power with which the value attitude is manifested. Intensity indicators are reflected in such components of personality manifestations as perceptual-affective, cognitive, and practical. The high intensity of the value attitude to health indicates that the attitude takes the form of focus, i.e. readiness for a healthy lifestyle. This focusing is a real value attitude to the health of students.

In general, the content of improving the quality of the pedagogically organized environment in the educational organization consists of:

- 1) Students' enculturation to the practices of a healthy lifestyle;
- 2) Availability of the pedagogical program for students' valeological culture formation in the conditions of educational activity and improving their rest based on a combination of the principles of the organization and self-organization;
- 3) integration of the activities in all departments and structures of the University and the College to form a pedagogically organized environment that opens up opportunities for the preservation and improvement of health basic components not for only students but also teachers, and contributes to the development of their meaningful needs for a healthy lifestyle;

- 4) Diagnostics of the real state of students' health on the main components of health and disclosure of social, psychological and pedagogical reasons for its deterioration;
- 5) Introduction to the curriculum of universities and colleges of courses on the formation of student valeological culture taking into account age and individual personal characteristics;
- 6) formation of students' skills to comply with the day regime and nutrition order, rational rhythm of work and leisure, which helps to prevent the formation of bad habits, functional disorders of diseases, which also includes psych prophylaxis of the educational process.

To improve the quality of pedagogically organized environment in the University and College, it is advisable to apply a number of special pedagogical conditions, tested and confirmed their effectiveness during the experiment.

### Conclusion

Pedagogically organized environment of the University and College is a relationship of components that contribute to the formation of students' needs in a healthy lifestyle through the organization of the space for educational and free time, familiarization with the values of health, psychological protection of physical, mental, social health of students, prevention of asocial conditions, which, together, develops internal motivation of students to the mastering of valeological socio-cultural etalons that guide the individual to the preservation and strengthening of health.

The experiment shows that the modeling of pedagogically organized environment in educational organization includes in addition to the above mentioned pedagogical conditions, the design of individual health-saving educational trajectory of each student, taking into account its psycho - physiological, personal, ethno-cultural features-all this contributes to the full conscious mastering of valeological socio-cultural etalons.

The most significant social effect of the influence of pedagogically organized environment, in which students master socio - cultural valeological etalons, is the inclusion of students in independent practical activities for the preservation and promotion of individual health, on the one hand, and on the other-a manifestation of readiness to develop a value attitude to health among members of their social environment.

### References

1. Adda, J., Chandola, T., Marmot M. (2002). Socio-economic Status and Health. *Journal of Economics Pathways*, 4, 208-310.
2. Bezyuleva, G.V. (2008). Psychological and pedagogical support of professional adaptation of students. Moscow: Moscow psychological and social Institute.
3. Borisova, M.V. (2005). Psychological determinants of the phenomenon of emotional burnout in teachers. *Questions of psychology*, 2, 96-103.
4. Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1359-1369.
5. Dzyatkovskaya, E.N. (2000). The concept of education in health-saving educational space. Irkutsk: Irkutsk Institute of advanced training of education workers.
6. Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1497-1507.

7. Fetiskin, N.P. Kozlov, V.V., Manuilov, G.M. (2002). Socio-psychological diagnosis of personality development and small groups. Moscow: Publishing House Of The Institute Of Psychotherapy.
8. Ivakhnenko, G. (2016). Health of students as a subject of study of domestic sociology. *Scientific thought*, 4, 53-61.
9. Kosolapov, A.B., Lofitskaya, V.A. (2002). Problems of studying, preservation and development of health of students. Vladivostok: DUGEAU.
10. Krasnoperova, N.A. (2005). Pedagogical support of healthy lifestyle of the student. *Theory and practice of physical culture*, 6, 12-14.
11. Kudashev, R.K. (2012). Formation of health culture of students in health-saving educational environment of the University. *Pedagogical and psychological Sciences*, 5, 117-123.
12. Maltsev, S.V., Faizullin, R.A., Arkhipova, N.N., Zaripov, R.T. (2005). Actual problems of adolescent medicine. *Kazan medical journal*, 2, 154-156.
13. Marks, D., Murray M., Evans B., Willing C. (2000) Health Psychology: Theory, Research and Practice. London: Sage.
14. Medik, V., Yuryev, V.K. (2010). Lectures on Public health and public health. Moscow: GEOTAR-Media.
15. Pashin, A.A. (2011). Formation of value attitude to health in physical education of schoolchildren. Penza: PGPU.
16. Raevsky, R.T., Kanishevsky, S.M. (2008). Health, healthy lifestyle of students. Odessa: Science and technology.
17. Rogov, E.I. (1999). Handbook of practical psychologist. Moscow: VLADOS.
18. Rusinova, N.L. Panova, L.V., Safronov, V.V. (2008). Social stratification of health in St. Petersburg: changes in the period of transformation. *Journal of sociology and social anthropology*, 4, 102-121.
19. Stolyarov, V.I. (2011). Spartan universalism: axiology of culture, lifestyle and personal development (Physical culture and sport in the system of values of the Spartan concept of universalism). Physical culture and sport in the light of history and philosophy of science. Moscow: publishing house "Physical culture".
20. Stukalova, O.V. (2017). The system of cultural and creative development of students in the educational environment of higher education institutions in the sphere of culture and art. *Espasios*, 38(56), 33-45.
21. Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A. (2018). The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students, *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353-2366.
22. Wells, K., Stewart, A., Hays, R.D., Burnam, M.A., Rogers, W, Daniels, M., Berry, S., Greenfield, S., Ware, J. (1989). The Functioning and Well-Being of Depressed Patients: Results from the Medical Outcomes Study. *Journal of the American Medical Association*, 262, 914-919.
23. Yakovlev, V.N. (2010). Formation of health-saving environment for students of higher educational institutions. Tambov, Publishing house of Tambov state University named after G. R. Derzhavin.
24. Yefimova, I.V. (2004). Psychophysiological basis of students ' health. Irkutsk: Publishing house of Irkutsk University.
25. Yegorychev, A.O., Pentsik, B.N. (2003). Health of students from the position of professionalism. *Theory and practice of physical culture*, 2, 15-23.
26. Zaitsev, G.K. (2004). Valueology adulthood: a pedagogical framework for ensuring the health of adolescents and youth. St. Petersburg: Russian Academy of education, Institute of adult education.

## Formation Of The Regional Economic Security System As An Important Direction Of Socio-Oriented Indicative Planning

Ivan P. Danilov<sup>1</sup>, Ekaterina A. Ilyina<sup>2</sup>, Tatiana I. Ladykova<sup>3</sup>, Nataliia V. Morozova<sup>4</sup>, Alena I. Trukova<sup>5</sup>

<sup>1</sup> Department of Regional Economy and Entrepreneurship, I.N. Ulyanov Chuvash State University, Cheboksary, Russia

<sup>2</sup> Department of Communication Technologies and Management, I.Y. Yakovlev Chuvash State Pedagogical University, Cheboksary, Russia

<sup>3</sup> Department of Regional Economy and Entrepreneurship, I.N. Ulyanov Chuvash State University, Cheboksary, Russia

<sup>4</sup> Department of Regional Economy and Entrepreneurship, I.N. Ulyanov Chuvash State University, Cheboksary, Russia

<sup>5</sup> Department of Foreign Languages, I.N. Ulyanov Chuvash State University, Cheboksary, Russia  
\*corresponding author

### Abstract

The relevance of the research is caused by the need of analyzing the processes, having a primary impact on the sustainable and stable development of the regional system, and, consequently, on the economic security of the subject of the Federation. It is also necessary to give a qualitative and quantitative assessment of its level to work out measures for countering threats to economic security. In this regard, this article is aimed at giving reasons and working out measures to ensure regional economic security and development of competitive advantages of the region, using the example of the Chuvash Republic. The main approach to investigating this problem is the use of methodological concepts of institutional economics, of innovation theory, of system and comparative analysis, of structural and functional analysis, offering an opportunity to comprehensively consider the issues of economic security of the country and the region. The article presents an analysis of the main challenges and threats to the economic security of the Russian Federation, It investigates the problems of ensuring economic security of the economy's real sector, as well as indicators of economic development of the region. The article can be useful in setting strategic objectives to ensure sustainable and stable development of economic sectors, in creating methodology and system's tools, appropriate to modern conditions, to ensure economic security of the region.

**Keywords:** economic security, threats, sustainable development, region, real economy, industry, modernization.

### Introduction

The concept of economic security has long been used in Russian literature, but it is still vague (Chekmarev, 2018). In conditions of uncertainty and constant changes, existing strategies for improving national and regional economic security need new approaches, that are adequate to modern challenges. Thus, identifying and neutralizing threats and crisis situations at the regional level can significantly reduce the risk of global threats to national security (Krutikov, 2017; Kvon et al., 2017).

Unresolved internal problems of the Russia's economy have led to the fact, that having large areas and reserves of natural resources, key geopolitical position and still remaining scientific and technical potential, Russia has not been able to take its rightful place in the world civilization. The country is still

highly dependent on international capital, which places it on the periphery of the world economy as a source of raw materials and cheap labour (Listopad, 2011).

The most important component of strategic planning is to counter challenges and threats to economic security, to prevent crisis situations in various spheres of the Russia's economy and maintain people's living standards. To solve these problems, the Russian Federation economic security strategy until 2030 was approved by the Presidential decree of 13 May 2017 № 208 (Presidential Decree, 2017). The system of economic security indicators is being formed to timely identify challenges and threats to economic security, to respond quickly to them and to make management decisions and recommendations (Vissarionov & Gumerov, 2017).

### Methods and Materials

To solve the tasks, set in this work, the following methods were used: analysis of legal documents and special literature on the research topic, statistical data analysis, comparison and synthesis of analysis results, system analysis, graphic modeling, economic and mathematical methods.

The research was conducted in three stages:

- at the first (preparatory) stage, the main challenges and threats to the economic security of the Russian Federation were analyzed;
- at the second (main) stage, the economic security of the country economy's real sector was analyzed, the goals and objectives for sustainable development were defined;
- at the third (final) stage, the measures to ensure regional economic security and to develop competitive advantages of the region, using the example of the Chuvash Republic, were worked out.

### Results

#### 3.1. The Main Challenges and Threats to the Economic Security of the Russian Federation

In the Russian Federation economic security strategy until 2030, economic security is defined as protection of the national economy from external and internal threats, which ensures the economic sovereignty of the country, unity of its economic space, conditions for implementation of strategic national priorities of the Russian Federation (Strategy, 2017).

Threats, goals and methods of ensuring economic security vary, depending on the level of socio-economic development of the country and can be transformed, following the change in its economic situation and strategic claims. For developed countries, the threats are primarily external: emergence of new leading countries, violating the established world hierarchy; adoption of international acts, restricting freedom of transnational associations and foreign capital; consolidation of efforts of developing countries to struggle against unfair distribution of the world income, including by forming regional alliances. For less developed countries, these circumstances offer further opportunities for development; their problems of economic security are in the area of their internal threats (Listopad, 2011). The Russian Federation economic security strategy until 2030 identifies the main challenges and threats to economic security, which can be divided into external and internal (figure 1).

When monitoring threats to economic security, it is necessary to identify critical "pain points" beyond which destructive processes take place. Therefore, from the set of indicators of the level of threats to economic security, it is necessary to identify those that reflect the critical "pain points". These indicators are used as threshold values of economic security. Initially, the list of economic security threshold values was based on the list of parameters reflected the 1996 State economic security strategy. The list included 50 indicators grouped as follows: indicators, reflecting the economy's capacity for sustainable

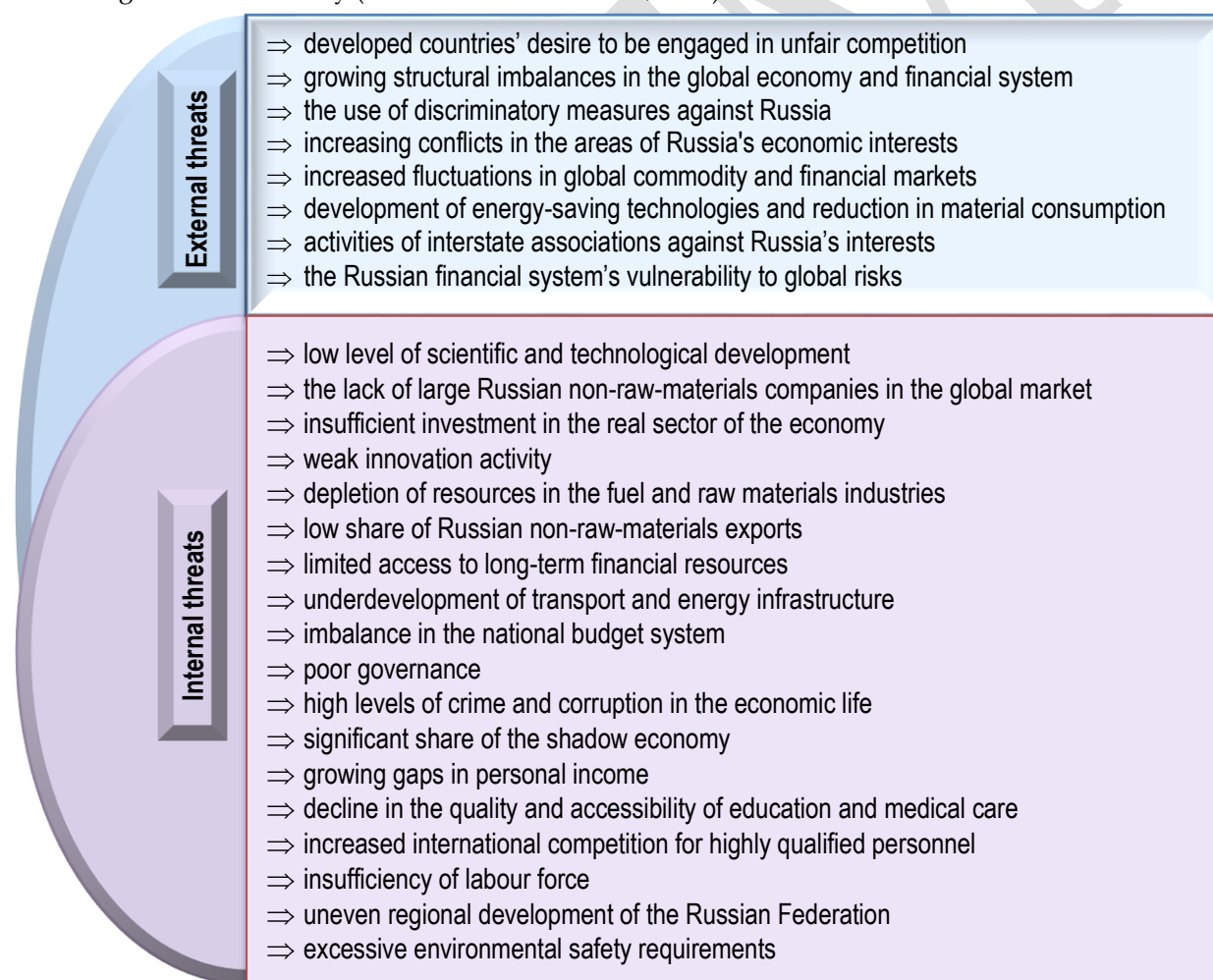


development; indicators of the financial system's stability; indicators of the social sphere; indicators of foreign trade and foreign economic activity.

The set of economic security indicators by S.Yu. Glazyev (2015) is used worldwide. The key parameters of economic security in this set are related to the dynamics of production, the state of the budget and national debt.

According to A. Illarionov (1998), when describing the state of economic security (danger), it is necessary to compare the current results, taking into account of dynamics of conditions in the national and world economy. The most important factor in the socio-economic development of the country is GDP per capita, its growth or decline.

The Russian Federation economic security strategy until 2030 outlines 40 indicators, against which the state of economic security of the country should be monitored and assessed. The question of the values of indicators in the Strategy remains open. Meanwhile, not the indicators themselves, but their threshold or limit values are the criterion and at the same time one of the main tools for monitoring, analyzing and forecasting economic security (Vissarionov & Gumerov, 2017).



**Figure 1.** Threats to the economic security of the Russian Federation (Strategy, 2017)

The list of indicators of economic security situation can be specified as a result of its monitoring. Monitoring and assessment of economic security condition are carried out on the basis of official statistical observation data, as well as further information provided by government authorities, other state bodies, local authorities, the Central Bank of the Russian Federation and other organizations in accordance with their competence, taking into account the expert assessment of challenges and threats to economic security (Official site of the Federal state statistics service, 2018).

### 3.2. Ensuring Economic Security for the Real Sector of the Country's Economy

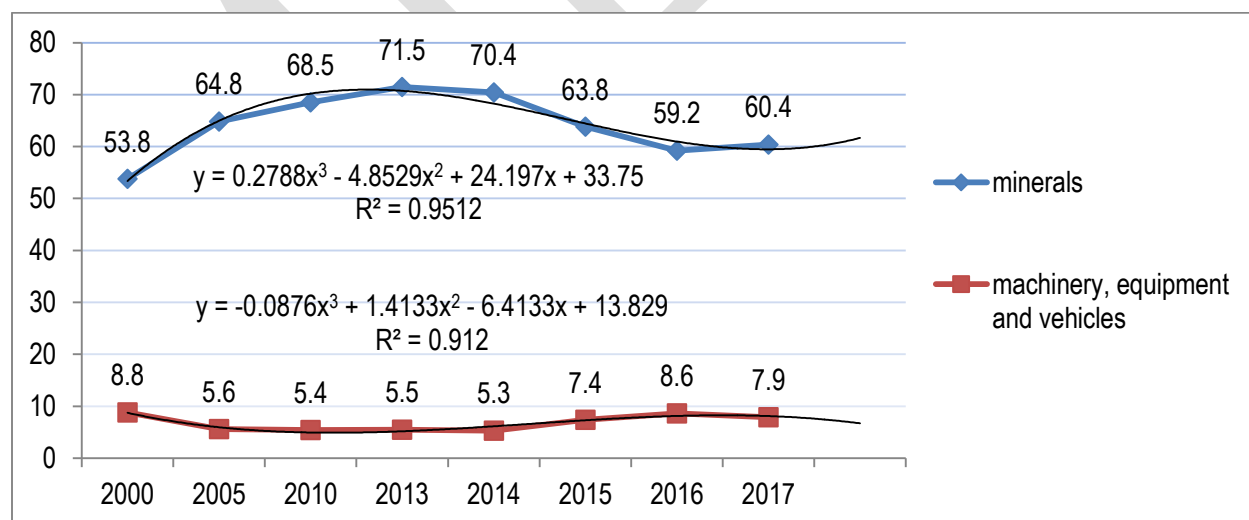
The main internal threats of the country are the problems of the economy's real sector. We will analyze commodity structure of exports, investment level in the real sector of the economy and innovation activity in the country.

The threat means the exhaustion of the export-raw-materials model of economic development, reduced role of traditional factors for ensuring economic growth as a result of scientific and technological changes; lack of Russian non-raw-materials companies among the global leaders of the world economy; the limited Russian non-raw-materials exports as a result of its low competitiveness, underdeveloped market infrastructure and weak involvement in the global "chain" of value added creation.

Table 1 and figure 2 show data on the structure of Russia's exports for 2000-2017 in absolute and relative terms.

**Table 1.** Commodity structure of exports of the Russian Federation (at then-current prices), US \$ billion

	2000	2005	2010	2013	2014	2015	2016	2017
Exports - total	103	241	397	526	497	344	286	358
including:								
minerals	55,5	156	272	376	350	219	169	216
machinery, equipment and vehicles	9,1	13,5	21,3	28,8	26,5	25,4	24,5	28,1



**Figure 2.** Changes in the structure of commodity exports of the Russian Federation, %

The table and the figure show a high share of minerals exports and a low share of machinery and equipment, whereas the commodity structure of developed countries' exports is characterized by a high share of products of mechanical and special engineering, electrical equipment, vehicles. During the analyzed period, the export-raw-materials model of the country's economy remains, which causes a threat to the economic security of the country. The value of the reliability of the R2 approximation of the constructed polynomial trend lines of the third degree is more than 0.9, which points to further negative trend of increasing the share of minerals exports and reducing the share of machinery and equipment exports.

The next significant problem is the lack of investment in the economy's real sector, resulting from poor investment climate, high business costs, excessive administrative barriers, inefficient property rights protection.

Table 2 analyzes the impact of fixed investment, on the full range of organizations, on gross domestic product per capita.

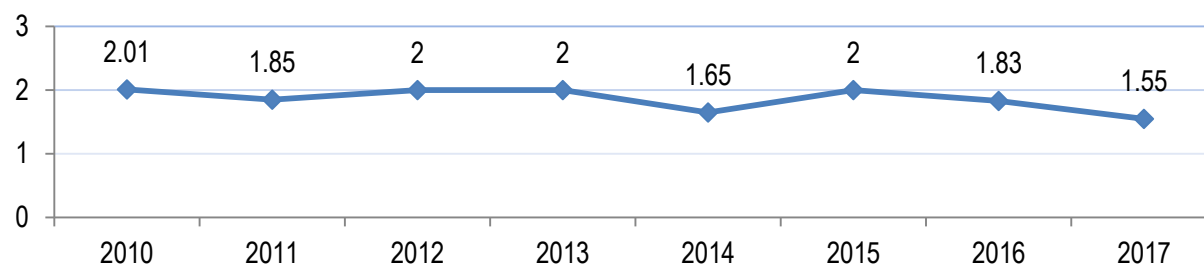
**Table 2.** Dynamics of GDP and fixed investments within the period 2010-2017

Годы	Gross domestic product at market prices per capita according to the SNA methodology 2008, roubles	Fixed investment on the full range of organizations, billion roubles
2010	324177	9152,096
2011	421 671,50	11035,652
2012	475 999	12586,090
2013	509 619	13450,238
2014	542 127	13902,645
2015	569 561,30	13897,187
2016	585 771,90	14748,846
2017	627 086,70	15966,8

We calculate indicators relationship in the table. The correlation coefficient is 0.991587. It exceeds 0.85, therefore, the indicators significantly affect each other. In addition, the linear relationship is expressed by the equation  $y=0,0218x+2065,1$ , the approximation coefficient is 0.9832. Calculations show, that with an increase in fixed investment, the gross domestic product also increases. Therefore, to strengthen the economic security of the country, it is necessary to increase investments in fixed assets.

Another threat to the development of the economy's real sector is poor innovation activities, lag in new and promising technologies (including digital economy technologies), lack of skills and key competencies of specialists (Strategy, 2017).

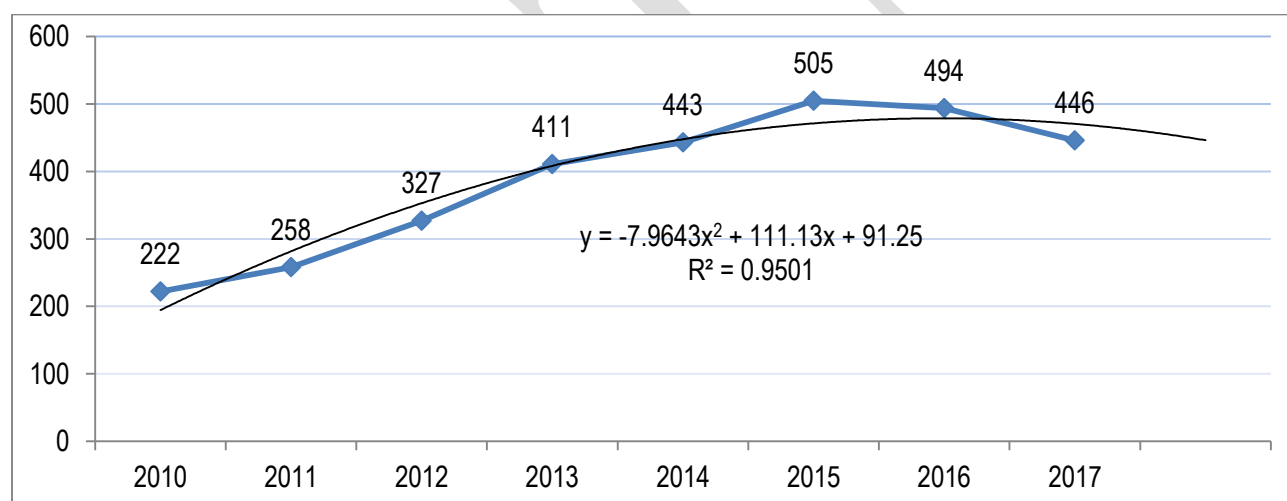
Figure 3 shows the change in the innovation activities coefficient calculated as the ratio of the number of domestic patent applications for invention rights in Russia, per 10 thousand people.



**Figure 3.** Innovation activities coefficient in Russia within the period 2010-2017.

The coefficient value since 2011 has not exceeded 2 and for 2016-2017 tends to decrease. In 2015 Korea (33.5), Japan (20.69), Switzerland (10.35), Luxembourg (9.51), USA (8.97) were among the leading countries for this indicator.

The share of high-tech and knowledge-based industries in the country's gross domestic product also increased slightly: from 2014 to 2017 it amounted to 21.3, 21.6 and 21.7% respectively. There is a decline in innovation activities in the number of nanotechnologies developed in the whole country (figure 4).



**Figure 4.** Number of developed nanotechnologies in the Russian Federation (units)

The constructed polynomial function of the second degree indicates that next year the number of developed nanotechnologies will remain at the level of 2017. Instability of researchers' achievements, resulting from the lack of financial support, was reflected in the relevant Russian and foreign ratings. Thus, according to the studies by the rating agency Bloomberg, Russia on the innovation activities index (it takes into account such indicators as patent activity, concentration of researchers, intensity of R&D, amount of public funding for R&D) in 2017 fell down to 26th position in the world, while in 2016 it ranked 12th (14th – in 2015, 18th – in 2014). On the global innovation index, according to the estimates of the international business school INSEAD, in 2016 our country ranked only 43rd in the world (in 2014 – 49th). In 2016 Russia ranked 117th out of 138 countries (in 2011 – 126th out of 142 countries) on one of the

leading indicators of competitiveness of the World economic forum – "protection of intellectual property rights" (Volkova & Usoltsev, 2017; Davoudi et al., 2018; Fartash et al., 2018).

The analysis of the data proves the low level of innovation activity, which poses a threat to the sustainable development of the economy of the region and the whole country.

### 3.3. Goals and Objectives for Sustainable Development of the United Nations and Russia

On 25 September 2015, the United Nations set the following sustainable development goals and objectives until 2030: to promote inclusive and sustainable industrialization, to increase the industrial production share in gross domestic product; to make financial services and low-cost loans more accessible for enterprises; to strengthen the integration of enterprises into supply chains and markets; to improve infrastructure and to re-equip industrial enterprises; to widely use clean and environmentally friendly technologies; to intensify scientific research and promote innovation activities.

The goals of UN's sustainable development coincide with those of Russia's state policy for economic security. The strategic goals of ensuring national security are the development of the country's economy, ensuring economic security and creating conditions for development of the person, transition to a new level of technological development, joining the leading countries in terms of gross domestic product (GDP) and countering internal and external threats (Danilov et al., 2017).

In our country, the structural changes in the economy and the modernization of the leading sectors and institutions are provided by the whole range of economic policy measures, by using the tools of state programs, strategies, Federal targeted programs, road maps for solving specific problems and "the expansion of structural and institutional bottlenecks."

The state programs include a package of key projects with significant structural and macroeconomic effects, differing in the ratio of the contribution of private and public expenditures, or the balance of public-private partnership, and, accordingly, different payback periods (Forecast of long-term socio-economic development of the Russian Federation until 2030, 2018).

The main directions of our country's strategic development are "Health care", "Education", "Mortgage and rental housing", "Housing and communal services and urban environment", "International cooperation and export", "Labor productivity", "Small business and support of individual entrepreneurs' initiatives", "Control and supervisory activities reform", "Safe and better roads", "Monotowns", "Ecology" (Forecast of long-term socio-economic development of the Russian Federation until 2030, 2018). The main digital technologies according to the program "Digital economy of the Russian Federation" should be Big data; Neurotechnology and artificial intelligence; Distributed registry systems; Quantum technologies; New production technologies; Industrial internet; Robotics and sensorics; Wireless communication technologies; Virtual and augmented reality technologies ("Digital economy of the Russian Federation").

The main task of ensuring sustainable growth of the economy's real sector in Russia is the production clusters formation, development of territories with preferential conditions for industrial production and technical implementation activities.

To sustain rapid growth rates of industrial parks and industrial technoparks, mechanisms have been developed to reimburse managing companies of parks for costs of servicing loans for the construction of municipal and transport infrastructure; to grant up to 5 billion rubles credits for 14 years on security of rights to real estate and infrastructure under construction or guarantee (surety) of the Federation subjects; to reimburse the subject of the Federation for the costs on infrastructure of industrial parks and industrial technoparks at the expense of taxes and customs duties, paid to the Federal budget by residents of these facilities (TIF – Tax Increase Financing). Geoinformation system of industrial parks, industrial technoparks and clusters has also been launched.



### 3.4 .Ensuring Regional Economic Security

V.K. Senchagov (2005) defines regional economic security as the ability of the subjects of the Federation to withstand crisis situations caused by the impact of external and internal factors on the scientific, production and resource potential and their structure, sphere of circulation and institutional infrastructure, social sphere, living standards of people (Senchagov, 2005).

Regional crisis situations can be formed under the influence of macroeconomic crisis processes and social and economic development of regions. Regional crisis situations are considered as negative changes in the reproductive processes of the economy, social sphere and ecology of the region, having adverse impact on public health, political stability of society, proper functioning of economy's vital sectors (Krutikov, 2017).

The crisis situation in the economy and social sphere of the regions can be formed under the influence of the following processes and phenomena that can threaten the economic security of the country:

- low competitiveness of some industries and enterprises of the regional economy owing to their technical backwardness; inefficient use of raw materials, fuel and energy; high energy and material intensity of production; low quality products at high production costs;
- deterioration in scientific and technical potential of the regions;
- rising level of criminality;
- increased competition from imported goods and dependence on their supplies, etc. (Krutikov, 2017).

At the macroeconomic and regional levels, indicators and threshold values are used to assess economic security (Krutikov, 2017).

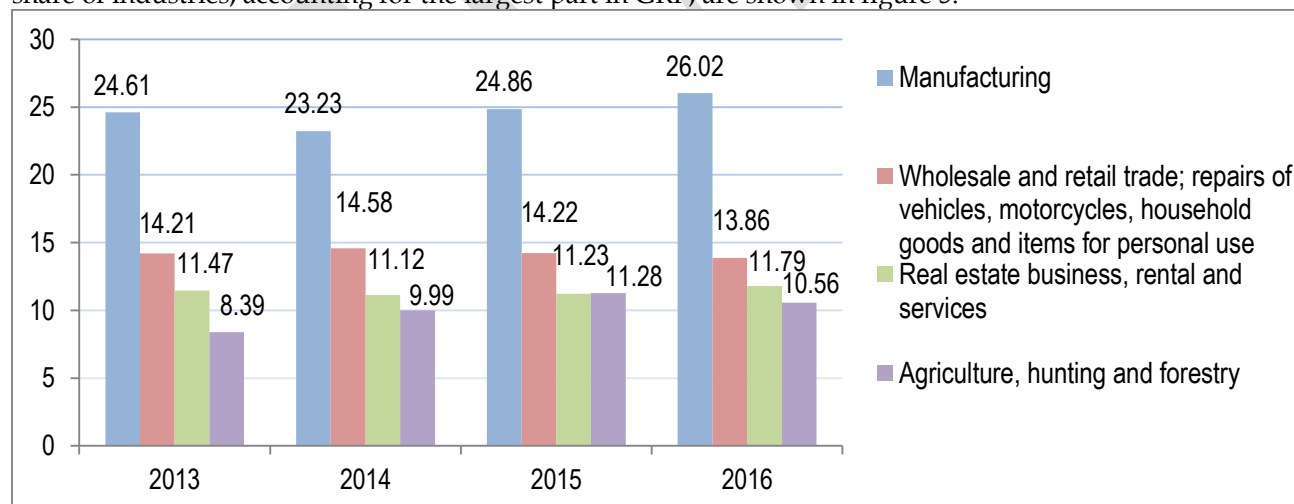
We will analyze the state of the real sector of the Chuvash Republic's economy. Table 3 presents the economic activities of the region and their share in the gross regional product for 2013-2016.

**Table 3.** Gross value added, by economic activities of the Chuvash Republic within the period 2013-2016 (in basic prices)

Economic activities	2013		2014		2015		2016	
	million roubles	% of total	million roubles	% of total	million roubles	% of total	million roubles	% of total
Gross regional product	223147,9	100	237447,2	100	251307	100	261574,3	100
among them:								
Manufacturing	54914,1	24,61	55160,4	23,23	62479,8	24,86	68054,1	26,02
Wholesale and retail trade; repairs of vehicles, motorcycles, household goods and items for personal use	31699,5	14,21	34627,3	14,58	35728,6	14,22	36242,5	13,86
Real estate business, rental and services	25587,7	11,47	26403,8	11,12	28209,7	11,23	30844,9	11,79
Agriculture, hunting and forestry	18720,1	8,39	23712,9	9,99	28346	11,28	27633,5	10,56
Construction	20460,2	9,17	19178,5	8,08	21027,4	8,37	18457,8	7,06

Transport and communications	14272,8	6,40	17628,2	7,42	15222,9	6,06	17415	6,66
Government administration and military security; social insurance	16034,4	7,19	16618,6	7,00	16534,4	6,58	17080,5	6,53
Health care and social services	12178,1	5,46	13066,4	5,50	13205,8	5,25	13858,4	5,30
Production and distribution of electricity, gas and water	11813,4	5,29	11415,5	4,81	10647,3	4,24	11588,6	4,43
Education	9875,8	4,43	10834,4	4,56	10710,6	4,26	10822,7	4,14
Hotels and restaurants	2871,2	1,29	3851,6	1,62	3895,9	1,55	4110,3	1,57
Other utilities, social and personal services	3463,3	1,55	3665,7	1,54	3901,3	1,55	3965,4	1,52
Financial activities	834,1	0,37	870	0,37	959,7	0,38	1177,4	0,45
Fishing, fish farming	33,3	0,01	29	0,01	58,5	0,02	56,6	0,02
Mining	389,6	0,17	385,1	0,16	379,1	0,15	266,6	0,10

The data in the table are ranked in descending order for the share of economic activity in the gross regional product (Order of the Government of the Russian Federation, 2017). Thus, the main sectors of the region's economy, accounting for  $\frac{3}{4}$  GRP, are manufacturing; wholesale and retail trade; repairs of vehicles, motorcycles, household goods and items for personal use; real estate business, rental and services; agriculture, hunting and forestry; construction; transport and communications. Changes in the share of industries, accounting for the largest part in GRP, are shown in figure 5.



**Figure 5.** Share of the main sectors of the economy in the gross regional product of the Chuvash Republic within the period 2013-2016, %

The analysis of the chart shows that shares of these activities vary slightly from year to year.  $\frac{1}{4}$  GRP comes from the region's manufacturing industry, 10-15% of GRP are from trade, real estate business and agriculture. These industries are the main ones to ensure the economic development of the region.

It is known, that in post-industrial society, production of services, rather than of goods, has got a dominating role as a result of the scientific and technological revolution. Information and knowledge are the main production resources; scientific developments are the driving force of the economy. It is impossible to ensure the development of the region only through industrialization; it is necessary to develop services markets, tourism, and trade, to study market conditions and find new technologies, new materials and new markets.

### 3.5. Development of Competitive Advantages of the Region

In modern conditions, the regions whose economy is based on the most advanced electronic technologies and services, including "big data" analysis technology and predictive technologies, as well as indicative planning, will gain the competitive advantage. For the Chuvash Republic, the electrical engineering sector remains the main promising part of the Republic's industry. Priority areas of the electrical engineering industry in the region will be power (energy) electronics; optoelectronics and photonics; wireless communications and radar engineering; producing home-made equipment and technologies for Arctic zone development.

Development of digital technologies will increase the share of non-manufacturing knowledge-based industries in the Chuvash Republic's economy, mainly in the services sector (3D printing of various household and industrial products, building structures and houses in general, IT services, Internet of things, virtual reality services, etc.). It will lead to an overall decrease of the traditional industry share in the economy of the Republic. The digital economy and the associated automation will result in a shift in labour out of industry to high-tech services sector.

In the long term, mechanical engineering is considered as one of the drivers for the Chuvash Republic's economy. To implement the concept of mechanical engineering of the future, it is necessary to increase the production flexibility, as well as to shorten the period of innovations introduction. It is assumed, that the state support will focus on the technological development of key industries in the areas of mechanical engineering, that are associated with the task of achieving technological leadership in the field of rocket and space technology, civil aviation and nuclear energy, as the state plays a dominant role in the implementation of these priorities.

The development of renewable energy sources in the region is carried out through the implementation of the project "Hevel", which includes the launch of industrial production of photovoltaic cells by heterojunction technology (HJT), developed by Russian scientists. This technology provides efficiency of solar modules over 20%, which allows them to compete with the best world analogues. The solar modules, produced by using new technology since March 2017, will fulfill the tasks of import substitution and bring the localization of solar power plants to 100%.

Today, chemical industry is one of the most knowledge-based industries, characterized by high level of production automation and technological development, high unit costs for innovative development. The priorities of the Chuvash Republic's chemical complex are setting up new productions of polymer composite materials and new generation compositions; creation of new anticorrosion coatings, lubricants and cooling materials for aviation and shipbuilding, synthetic rubber for solid rocket fuel production, rubber for automobile and aviation needs; manufacture of products and structures made of composites, which are resistant to aggressive environments for the needs of the oil and gas industry of the Russian Federation, etc.

As a result of the implementation of the measures for the integrated development of the most important sectors of the economy for Chuvashia by 2035, the industrial production index is expected to increase by 2.7 times (Draft Strategy of socio-economic development of the Chuvash Republic until 2035, 2017).

### Conclusion

Monitoring of economic security indicators reveals crisis phenomena in the economy of the country and the region, by comparing them with economic security threshold values. For the sustainable development of the country, it is necessary to implement a set of measures to ensure economic security, including inclusive and sustainable industrialization, increasing the share of industrial production in the gross domestic product, modernization of infrastructure, intensification of research, support for the development, research and innovation in the field of technologies. It is also necessary to develop regional services markets, tourism, trade, to study market conditions and find new technologies, new materials and new markets. In Chuvashia, it is necessary to promote the development of key industries that are the main contributing sectors to the gross regional product: the electrical industry, digital technology, mechanical engineering, development of renewable energy sources, and chemical industry.

### Recommendations

The conclusions in the article are aimed at developing measures to ensure regional economic security.

The research is conducted with financial support of RGNF within the research project No. 17-12-21009 "Identifying new approaches of institutional provision of economic security of the region in view of dynamics of the environment".

The article is prepared with financial support of RFFI within the research project No. 18-010-00459 "Socio-oriented system of indicative planning of macro-territory economic development in conditions of increased amplitude of global challenges and threats".

### References

1. Chekmarev, V.V. (2018). Ensuring economic security of economic entities: theory and practice. Kostroma: Kostroma State university publ. URL: [https://elibrary.ru/download/elibrary\\_32708625\\_81835153.pdf](https://elibrary.ru/download/elibrary_32708625_81835153.pdf).
2. Danilov, I.P., Ilyina, E.A., Ladykova, T.I., Morozova, N.V., Nikiforov, Yu.G. (2017). Re-Industrialization and Innovative Development of Russia. *Journal of Advanced Research in Law and Economics*, 2(24), 437-443.
3. Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, EURASIA Journal of Mathematics Science and Technology Education, 14(4), 1359-1369.
4. Draft Strategy of socio-economic development of the Chuvash Republic until 2035. (2017). URL: <http://economy.gov.ru/wps/wcm/connect/189d7a45-a8b2-478d-86cc-b4ce372f4180/strategch.pdf?MOD=AJPERES/> (accessed 20.08.2018)
5. Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, EURASIA Journal of Mathematics Science and Technology Education, 14(4), 1497-1507.

6. Forecast of long-term socio-economic development of the Russian Federation until 2030. (2018). Forecast of long-term socio-economic development of the Russian Federation until 2030.URL: [http://www.consultant.ru/document/cons\\_doc\\_LAW\\_144190/](http://www.consultant.ru/document/cons_doc_LAW_144190/) (accessed 28.08.2018)
7. Glazyev, S.Yu. (2015). Creation of a system of Russia's economic security and development management. *Management and business administration*, 4, 12-26.
8. Illarionov, A.I. (1998). Criteria of economic security. *Economic Questions*, 2, 35-58.
9. Krutikov, V.K. (2017). Economic security. Kaluga: Eidos.
10. Kuznetsova, E.I. (2018). Economic security. Moscow: Yurayt.
11. Kvon, G.M., Faleeva, L.V., Pyrkova, G.K., Alyakina, D.P., Mustafina, A.A., Kryukova, N.I., Blekus, V.V. (2017). Strategic Priorities of Regional Investment Activity. *Eurasian Journal of Analytical Chemistry*, 12(7B), 1099-1106.
12. Listopad, M.E. (2011). Economic security of Russia: conceptual bases of functioning and development (Doctoral dissertation). URL: <http://dissers.ru/avtoreferati-dissertatsii-ekonomika/1/93.php>.
13. Official site of the Federal state statistics service. (2018). URL [http://www.gks.ru/free\\_doc/new\\_site/besopasn/pok-besopasn.htm/](http://www.gks.ru/free_doc/new_site/besopasn/pok-besopasn.htm/) (accessed 20.08.2018)
14. Order of the Government of the Russian Federation. (2017). Order of the Government of the Russian Federation of 28.07.2017 № 1632-p "About approval of the program "Digital economy of the Russian Federation" URL: [http://www.consultant.ru/document/cons\\_doc\\_LAW\\_221756/](http://www.consultant.ru/document/cons_doc_LAW_221756/) Date of the application 28.08.2018.
15. Presidential Decree. (2017). of 13.05.2017 № 208 "On the Strategy of economic security of the Russian Federation until 2030". URL: [http://www.consultant.ru/document/cons\\_doc\\_LAW\\_216629/](http://www.consultant.ru/document/cons_doc_LAW_216629/) (accessed 20.08.2018)
16. Senchagov, V.K. (2005). Economic security of Russia. Moscow: Delo.
17. Vissarionov, A.B., Gumerov, R.R. (2017). About the use of threshold values of indicators of economic security of the Russian Federation. *Management Sciences*, 3, 12-20.
18. Volkova, T.I., Usoltsev, I.A. (2017). Invention activity of researchers: cross-country ratings. *Economy of the region*, 1, 290-307.



## Modern Trends In Educational Institutions Education Quality Assessment

Olga V. Stukalova<sup>1</sup>, Roza Sh. Akhmadieva<sup>2</sup>, Oleg R. Khasyanov<sup>3</sup>, Liya V. Faleeva<sup>4</sup>, Gulnaz Sh. Ashrafullina<sup>5</sup>, Lyubov K. Fortova<sup>6</sup>, Lyubov V. Kochneva<sup>7</sup>, Nina I. Kryukova<sup>8</sup>

<sup>1</sup> Arts and Cultural Studies Integration Laboratory, Institute of Art Education and Cultural Studies of the Russian Academy of Education, Moscow, Russia

<sup>2</sup> Vice Rector for Academic Affairs, Kazan State University of Culture and Arts, Kazan, Russia

<sup>3</sup> Department of Philosophy, History and Economic Theory, Ulyanovsk State Agrarian University named after P.A. Stolypin, Ulyanovsk, Russia

<sup>4</sup> Department of Public Administration and Municipal Management, Vyatka State University, Kirov, Russia

<sup>5</sup> Department of Physical Education and Sports, Kazan (Volga region) Federal University (Naberezhnye Chelny Branch), Naberezhnye Chelny, Russia

<sup>6</sup> Department of State and Legal Disciplines, Vladimir Law Institute of the Federal Service for the Execution of Sentences, Vladimir, Russia

<sup>7</sup> Department of Sociology, Psychology and Social Management, Moscow Aviation Institute (National Research University), Moscow, Russia

<sup>8</sup> Department of State and Legal Disciplines, Plekhanov Russian University of Economics, Moscow, Russia

\*corresponding author

### Abstract

The relevance of the article is due to the importance of an objective analysis of education quality dynamics, which allows identifying not only the performance of the educational process impact on students, but also its effectiveness. The modern educational process in the "pulsating" information space is characterized by instability, variability, the desire for quantitative rather than qualitative results. The overcoming of these negative phenomena can be achieved by a systematic assessment of the education quality dynamics, which allows identifying certain correlations that reveal certain implicit problems in the educational process – for example, the growing gap between high learning outcomes, according to the point system, and the low level of student social, communicative, information competence. The authors developed the principles for assessing the dynamics of education quality and empirically proved that the greatest risk in the education quality is the vertical nature of management and the lack of horizontal links in the structure of the organization. An important conclusion of the study is that the assessment of the education quality dynamics reveals the importance of reliance on the delegation of authority to representatives of different departments and sectors in the organization, stimulating the initiative of teachers and students, which ensures the growth of their responsibility for the quality of work and mastering of knowledge.

**Keywords:** educational organization, quality of education, assessment of dynamics, horizontal connections, structure, improvement of educational process, responsibility, social competence.

### Introduction

Developing such a complex problem as the assessment of the education quality require taking into account of many factors that affect the entire education system in the region: cultural codes; established traditions and other historical and cultural components; goals set by the state; the material and technical base of educational organizations; the level of teaching staff training, etc. As practice shows, it is not so difficult to evaluate the results of training as to objectively identify the real social effect of education, to

show its strategic goals (Dolmans, Wolhagen & Van Der Vleuten, 2005). The development of common standards of education quality is designed to solve this problem, but currently there are no universal objective criteria for assessing the educational process. Thus, even such authoritative monitoring of education quality assessment as PISA (Programme for International Student Assessment), which has been organized and conducted since 2000, cannot fully reflect the real quality of education of national educational systems. First, the approach to assessing the social impact of education in these monitoring remains debatable, as the ability of students to identify the problem in the text and solve it using knowledge from a particular subject area is assessed. Secondly, the chosen criteria are also controversial: mathematical literacy, natural science literacy, reading literacy, competence in solving problems. Thus, this approach and criteria are aimed solely at identifying the ability of students to practical application of theoretical skills obtained at school (Carnoy, Khavenson & Loyalka, 2016; Faleeva et al., 2017; Levin et al., 2017; Tastan et al., 2018). Therefore, it is about the adaptation, in other words, about the talents to extract the everyday use from knowledge in the areas of reading, mathematics and science. The question arises - can such a talent allow achieving high results in the field of theoretical physics, or philosophy, or art studies?

Of course, the PISA study has much valuable and significant for the field of education quality assessment. In the context of this study, one can first name the focus of monitoring on the comparison of changes in education systems in different countries. This makes it possible to assess the effectiveness of strategic decisions in the field of education.

It is obvious that the objectivity of the quality assessment is correlated:

- 1) with its dynamics and impact on the implementation of the society request for the preparation of socially oriented, active, adapted and ready for a holistic productive self-realization of the citizen (Levina, 2017; Kvon et al., 2018)
- 2) with the readiness of education to meet the challenges of the information space, to overcome the risks of instability, variability of value orientations, the desire to achieve rapid visible results, without taking into account the content and depth of information comprehension. Due to the swiftness of the avalanche-like flow of information that students receive nowadays, it can be called "pulsating" one, i.e. continuously pushing out large units of various information, often containing false data. Such a space also becomes "aggressive" one, as it actively interferes with people's life and consciousness, imposing certain patterns of behavior and standards of assessments of the surrounding world (Ferlie, E. at al. 2005). Immersion in such an information space can encourage an immature person to have socially unapproved behavior. Therefore, the task of educational institutions is not only and not so much to provide information that can then be applied in everyday life for practical purposes, but rather to form students' resistance to the pressure of information on consciousness and behavior.

In this context, the criteria of education high quality will be such manifestations of students as:

The presence of positive internal motivation, the desire for self-acquisition and interiorization of knowledge, obtaining satisfaction not only from the formal peculiarities of a good level of training (grades, diplomas, etc.), but also from the learning process (Van Driel & Berry, 2012);

- Highly developed ability to plan, organize their training activities, think and act independently;
- creative activity, manifested in the ability to master new knowledge, technology, self-expression of the individual in various forms of social and educational and professional activities;
- Developed ability to generalize and abstract, speed, flexibility, mobility of cognitive processes, mental operations, forms of thinking, diverse experience;
- The ability to modify, combine, vary their own activities in a non-standard way;

- Goal-setting, commitment of the individual to the professional / creative task set by him/she, commitment;
- The presence of a communicative culture;
- Initiative, a high degree of self-regulation, hard work.

The theoretical study allowed us to identify several important scientific provisions that justify modern trends in the assessment of the education quality dynamics:

- achievement of high quality of education, which is determined primarily by the criteria of effectiveness and personally significant content of educational activities is possible on the basis of certain strategic operational actions of pedagogical accompany (Varchenko, 2013), which is based on the motivation of the teaching staff and the goal-setting of the organization's management and all its employees (Nukpe, 2012). to implement the developed mission and strategic planning goals of the entire organization;
- improving the quality of education is inherently a *continuum* and cannot be defined as a complete final process. Improving the quality of education requires constant implementation of innovative methods and technologies based on the strategic plan, which takes into account the benefits and risks in the development of this educational organization (Davoudi et al., 2018; Fartash et al., 2018).
- Scientists substantiate the importance of providing "sliding quality improvement", which reflects positive changes in a certain component of the whole process of improving the quality of education (Bolotov & Yefremova, 2007).

Thus, the idea of this study about the need in assessing the quality of education to focus on its dynamics and thus to identify not the performance of the learning process, but its effectiveness is based on the fundamental theoretical principles of modern psychological and pedagogical science.

The authors substantiate *the principles of assessing the dynamics of the education quality*:

- *the principle of openness of the educational organization*: this principle determines the need to participate in the discussion and implementation of strategic directions in the field of improving the education quality by the representatives from all sides of the educational process-including student self-government, parent committees, teaching staff, management of the organization, as well as public and regional authorities in charge of the education system (Vangrieken et al., 2017);
- *the principle of an integrated approach to the analysis of monitoring results of education quality*: this principle involves the study of the totality of the data obtained on the activities of the educational organization, including the analysis of the material and technical base, the conditions of the region, the socio-cultural environment, etc.;
- *the principle of scientific validity of measuring the dynamics of the education quality on the selected criteria*: this principle determines the importance of the use of evaluation methods' set, including mathematical, statistical methods – as well as methods of pedagogical qualimetry - including interviews, surveys, observation in relation to a certain type of education and type of educational organization;
- *the principle of taking into account the readiness of the educational organization to "sliding" quality improvement*: this principle emphasizes the importance of tracking the presence of positive changes in the level of a component of the education quality and comparing the data obtained in the course of determining the dynamics of the education quality;

- *The principle of determining the correlation of the education quality with the resources spent:* this principle reveals the optimality of the organization's efforts (funds, time, human resources, etc.) to achieve a certain level of education quality;
- *the principle of correlation of the education quality with modern trends in the development of the national education system and the world educational results:* this principle assumes the account of changes in the environment (including information one), which affects the content and forms of educational activities, poses certain risks and requires measures to prevent negative phenomena, on the one hand, and on the other – the inclusion in the educational process of the most effective achievements of science and practice (Jenkins & Agamba, 2013);
- *the principle of strategic orientation of the assessment of the education quality dynamics:* this principle justifies the social significance of the monitoring, the purpose of which is not to criticize the educational organization, but to conduct a strategically directed audit of the education quality, which allows the organization to more clearly and systematically solve both current and long-term tasks of its development.

The study shows that the above-mentioned principles can be effectively implemented in educational practice in case, if they are focused on the interests of all stakeholders in the process of improving the education quality in the organization and take into account the most influential types of monitoring, which is universal for all forms and stages of modern education, namely the analysis of the education quality in accordance with Federal government standards; analysis of the directions of improving the education quality in relation to the conditions of the region, monitoring the level of professional competence of the teaching staff in the organization (Potashnik, 2001), the study of the level of development of the educational environment (Gershunsky, 1998; Nazarova, 2000), the study of the educational level of students, including the above mentioned criteria – including the level of internal motivation of both teachers and students to self-development and cognitive interest's increase (Nukpe, 2012), the involvement of students in the process of improving the education quality (Vilyunas, 1990).

It should be noted that such a study suggests the need to develop areas of pedagogical support for gifted students within a specific subject area (Vygotsky, 1996). Finally, one of the most important things to determine the effectiveness of improving the education quality is to monitor the readiness of the organization to overcome possible risks and create conditions for the prevention of the negative impact of external and internal factors in the information society (Levina & Gumerov, 2016);

For the successful implementation of the whole complex of the above mentioned types of monitoring the unidirectional target settings of all stakeholders in the development of educational organizations, strategic planning of the rational use of resources of the national and regional education system, continuous and objective reporting on the results achieved and analysis of their social impact are important.

The most *significant areas for evaluation of the education quality dynamics* in educational institutions of all types are:

Professional development level assessment of teachers and heads of educational institutions.

Assessment of compliance with the principles of assessing the dynamics of the education quality.

The study of readiness for the development of the organization in accordance with the main trends of modern education.

Analysis of frequency, availability of a complex of types and application level of monitoring the education quality dynamics.

Study of the effectiveness from innovative technologies and techniques' implementation to improve the quality of education.

Analysis of the presence of horizontal links in the organization; the level of inter-sector interaction.



Thus, the assessment of the education quality dynamics in educational institutions can be called one of the effective approaches to the management of the education quality in General.

This approach meets the requirements of the modern paradigm of education, which includes 1) subject-subject positions of building the educational process (the principle of openness determines this position); 2) overcoming the risk of vertical nature and the establishment of horizontal links in the educational organization, including its management and strategic development planning; 3) multi-level execution of the authority to assess the dynamics of the education quality (Ulyankina, 2015); 4) availability and positive character of the educational process.

The potential for assessing the dynamics of the education quality in educational institutions is due to such features of this approach as: stimulating nature of the data obtained, reliance on the interest of all subjects of the educational process; priority control over the results of the educational process while reducing control over its content and progress; increasing the role of self-control of the organization for assessing the quality of the educational process.

## Materials and Methods

### 2.1. Stages of investigation

- Scientific substantiation and development of principles and criteria for assessing the dynamics of the education quality; studying the compliance of organizations with certain requirements for the quality of education (2015-2016);
- Implementation of the proposed principles, criteria and recommendations to overcome the problems encountered in the development of educational institutions in cities of Moscow, Kazan, Arzamas, Ulyanovsk, Naberezhnye Chelny, Smolensk, as well as Leningradskaya, Smolenskaya and Kaluzhskaya regions (2017-present) in the framework of the state task of the Ministry of education and science of Russia (27.7394.2017/8.9);
- Generalization of the most significant results, adjustment of the directions for implementation of the assessment of the education quality dynamics in accordance with the requirements of the regional education system (2018).

### 2.2. Method of research.

The study of the education quality dynamics was carried out using such methods as pedagogical observation, analysis of pedagogical documentation, oral and written survey of employees in educational organizations, representatives of student self-government, parent community, interviews of heads of organizations, testing of students in relation to determining the level of educational results, etc. Table 1 shows a comparison of trends and methods for assessing the dynamics of the quality of education. Each direction also included a number of criteria that correlate this direction with the type of education and type of organization. Thus, the study strictly observed *the principle of scientific validity for measuring the dynamics of education quality*.

**Table 1.** Criteria and methods for assessing the dynamics of the quality of education

Directions of research	Methods
Assessment of the professional development level of teachers and heads of educational institutions	Pedagogical observation, study of programs and curricula, the study of teaching statements, a survey of teachers, interviews of supervisors; testing of teachers; a survey of representatives of the parent community, comparative analysis of data on quantitative outcomes of education and the educational level of students
Assessment of compliance with the principles of	Analysis of pedagogical documentation, interviews of managers, content analysis of publications in the media, a survey of



assessing the dynamics of the quality of education	representatives - entities of the educational process, testing of students, evaluation of the educational environment in the organization
Study of readiness for the development of the organization in accordance with the main trends of modern education	Pedagogical supervision, survey of employees of the organization, interview of heads, the psychological techniques defining professional stability, motivation of pedagogical collective, level of team-building, etc.
Analysis of the frequency, availability of types' set and level of application of monitoring the dynamics of the education quality	The study of pedagogical documentation, comparative analysis, mathematical and statistical methods, identifying the correlation of monitoring and dynamics of the level of one or another component of the education quality
Study of the effectiveness of innovative technologies and techniques' implementation to improve the quality of education	Pedagogical supervision, survey of employees of the organization, interview of heads, the analysis of pedagogical documentation, poll of students, studying of the website of the organization, the analysis of publication activity of pedagogical collective; studying of teachers' involvement in self-education and increase of professional competence
Analysis of the presence of horizontal links in the organization; the level of inter-sector interaction	Pedagogical supervision, survey of employees of the organization, interview of heads; studying of the environment of the organization; poll of entities of educational process, comparison of data in dynamics

The study also conducted a correlation analysis of indicators for several educational organizations, which reflected the features of assessing the dynamics of the education quality in preschool, primary, primary, secondary, secondary vocational (technical schools, colleges) and higher education in comparison with the data of the first and final tests. Thus, it was determined how effectively the recommendations developed in the process of research influenced the improvement of the quality of education; the characteristics were revealed that should be taken into account in assessing the dynamics of the education quality, depending on its kind and type of organization.

### Results

Tables 2-3 below provide examples of generalized analysis of educational institutions. Table 2 shows the results of the analysis of basic education quality (secondary schools) in the regions participating in the study. This part of the study involved 14 educational institutions.

**Table 2.** The results of education quality study in educational institutions of basic education (on the totality of data in %)

Directions of studying the quality of education	Description of the main problem areas	Compliance with the requirements for the quality of education in this area in %
Assessment of the professional development level of teachers and heads in educational	Lack of measures for the exchange of pedagogical experience; professional deformation of a number of employees ("professional burnout" (Alkhateeb, Kraishan & Salah, 2015); low level of professional stability, low self-regulation (Fernet et al., 2012); lack of knowledge and skills	38,7

institutions	in the field of information technology; excessive bureaucratization of the educational process (reports instead of real professional growth of employees); formalization of professional communication, etc.	
Assessment of compliance with the principles of assessing the dynamics of education quality	Insufficient level of knowledge in the field of assessing the dynamics of the education quality (especially in the direction of correlation analysis and mathematical and statistical methods); insufficient level of use of information technologies in the preparation of strategic plans for the development of the educational environment and improving the quality of education	17,3
Study of readiness for the development of the organization in accordance with the main trends of modern education	Lack of understanding for the importance of the dynamics of the education quality; low level of students' involvement in independent improvement of the quality of education; low awareness of modern achievements of domestic and world pedagogical science	42
Analysis of the frequency, availability of types' set and application level of monitoring the dynamics of the education quality	Lack of objective universal criteria for assessing the dynamics of the education quality; dominance of formal methods	64
Study of the effectiveness from innovative technologies and techniques' implementation to improve the quality of education	The volatility in the use of modern methods and technologies to improve the quality of education; inconsistency of the teaching staff's activities; the practical lack of monitoring the impact of the methods and technologies used to improve the quality of education (especially in the field of extracurricular activities)	27,4
Analysis of the presence of horizontal links in the organization; the level of inter-sector interaction	Excessive authoritarianism and hierarchy of management of the organization, imperfection of self-government; weak / formal level of delegation of authority; low level of execution of decisions regarding the development of the organization and improvement of the education quality; Underdevelopment of inter-sector interaction	34, 5

The results presented in table 2 show that only in the "analysis of frequency, availability of types' set and application level of monitoring the dynamics of the education quality" it is possible to note a sufficiently high level of compliance with the requirements for the educational organization in the field of education quality. According to other criteria, the results in all organizations of basic education are quite low. First of all, it concerns the assessment of compliance with the principles for assessing the dynamics of the education quality. Therefore, the necessity of informing employees in educational organizations about the

developed principles and possibilities of their implementation in the work of the organization is confirmed.

Implementation of the developed principles and guidelines for the assessment of the education quality has improved the results of the evaluation of the education quality. The level of basic education has increased most noticeably. Difficulties with the implementation of the recommendations arose in the institutions of higher education because of the characteristics of the vertical control's construction.

With regard to the management of educational institutions in the field of pre – school, primary, General, basic and additional education, there is an obvious need to improve the level of professional development-especially with regard to the introduction of information technologies.

The dynamics of the education quality in educational institutions participating in the experiment is reflected in table 3 on the example of secondary schools. A comparison of the data in tables 2 and 3 shows the growth level (or decline) in the quality of education.

**Table 3.** The results of the study of the education quality level on the basis of the selected principles and directions. The dynamics of the process (in %)

Direction of study of the education quality	Description of problem areas requiring additional adjustment	Compliance with the criterion in %	The dynamics of growth/decline (%)
Assessment of professional development level of educational institutions' teachers and heads	Insufficient assessment of the importance of self-education opportunities and the use of distance learning potential; low level of readiness to use modern methods of delegation of authority and assessment of education quality dynamics; lack of managers' involvement in the problems of professional growth of teaching staff	58,6	+ 19,9
Assessment of compliance with the principles for assessing the dynamics of the education quality	Problems in the development of a strategic plan to improve the quality of education	36, 8	+ 19,5
Study of readiness for the development of the organization in accordance with the main trends of modern education	Low level of students' involvement in self-development and improving the quality of education; lack of monitoring of the educational environment of the organization	59	+17
Analysis of the frequency, availability of types' set and level of application for monitoring the education quality dynamics	The dominance of formal methods that is reflected by the pedagogical documentation	86	+22

Study of the effectiveness from innovative technologies and techniques' implementation to improve the quality of education	The low level of interaction of the teaching staff in the development of author's programs and their implementation in practice; the lack of exchange of pedagogical experience in this direction	46,8	+ 19,4
Analysis of the presence of horizontal links in the organization; the level of inter-sector interaction	Application of authoritarian methods of quality management of education, imperfection of the system of self-government; formalism in assessing the quality of execution of tasks, which leads to a decrease in the level of delegation of authority; inconsistency of tactical decisions with the strategic plan	52,3	+17,8

These results were presented at pedagogical meetings and in conversations with heads of educational organizations. Also the options of correction of the existing problem areas were considered. On average, in all areas there was an increase in compliance with the quality of education by 19.3%. According to the leaders themselves, it was especially important to get acquainted with the principles for assessing the quality of education and emphasizing the importance of the readiness of the educational organization to "sliding" improvement of qualities, which allows optimizing the strategic planning of the educational organization.

### Discussion

The analysis of experimental work shows that, despite the existing problems in improving the quality of education in all kinds and types of educational institutions, there are areas that can quickly improve the educational process.

Based on the results of the control diagnostics, *recommendations for managers and employees of educational institutions of higher, primary, general, pre-school and additional education* aimed at improving the quality of education were identified. Among them the most significant are the following ones:

- Ensuring the quality of education is part of the state strategy to improve the educational level of young people, in this regard, this process cannot ignore the requirements of Federal state standards, as well as existing indicators of the education quality developed in the world.

It is obvious that the vertical nature of educational organization management, exclusion from the practice of opportunities to include students in the process of improving the quality of education increases the risk of reducing the quality of education and expanding the impact of negative factors, such as:

- Low level of professional development of teaching staff,
- Increase in the level of professional deformation,
- Lack of motivation of students to improve the quality of education,
- Lack of inter-sector interaction and real assessment of the impact of the educational process on the formation of the personality of graduates in educational organizations.

1) In this regard, it is necessary to develop a science-based strategic plan for the integral development of the educational organization, which, in turn, includes strategic planning to improve the quality of education.

2) The Introduction of the developed principles for assessing the dynamics of the education quality ensures the relationship of the main directions, including the assessment of professional development level of teaching staff in the organization (Patton, Parker & Tannehill, 2015).

3) The Implementation of all these interrelated principles and directions is effective only in case of decentralization of management and thoughtful involvement in the process of improving the quality of education of all representatives of interested groups in the educational process. It is especially important to support the internal motivation of the entities of education to self-development and improve their educational level, which, in turn, actively affects the quality of education throughout the organization (Stukalova, 2017).

4) When creating a strategic plan, it is necessary to take into account the potential of interaction within the teaching staff, the teaching staff with students, the teaching staff with parents – all this contributes to the development of the educational environment, within which the resources of all the entities in the educational process are thus stimulated. In this case, the quality of education is managed horizontally and democratically, affecting the activity, initiative and communicative culture of all actors (Toshalis & Nakkula, 2012).

5) Assessment of the education quality should take into account its dynamics, i.e. should be flexible, variable and take into account emerging changes in social development and in the requirements of Federal state standards, the emergence of new approaches in pedagogy, sociology and psychology. This means that employees of the organization should be open to continuous improvement of their professional level and pedagogical culture, the mastering of new knowledge and skills – including in the field of communication and information technology.

### Conclusion

The quality of education is crucial for successful social development in the modern era of the growing influence of information space on all the entities of education. Significant changes that occur in the field of education, primarily in the mastering of information, in learning technologies, in the training of competent specialists, in the development of intellectual resources, dictate the search for new criteria for assessing the quality of education and approaches that stimulate its continuous improvement.

There is a lack of external evaluation of the education quality currently, such assessment mechanisms are required, which reflect the content of the educational process and allow to objectively study its social effect of the quality of education provided by the educational organizations themselves.

In this regard, it is important to overcome the existing problem areas in the informal and objective assessment of the quality of education – they are associated with a lack of knowledge and skills in this area, with the desire to remove for existing shortcomings, to the unwillingness to overcome emerging risks (Gazman, 2000).

A significant potential belongs to the assessment of the dynamics of the education quality, which reveals the importance of reliance on the delegation of authority to representatives of different departments and sectors in the organization, stimulating the initiative of teachers and students, which ensures the growth of their responsibility for the quality of work and mastering of knowledge.

Assessment of the dynamics of the education quality is aimed at supporting the holistic and positive development of the educational organization, the involvement of public institutions in this process, the constant creative interaction of all participants in the educational process. Monitoring, which is carried out on the principles of such assessment, allows building a rational goal-setting in the educational process, to combine tactical goals and objectives with the requirements of the modern paradigm of education.



## References

1. Alkhateeb, O., Kraishan, O.M., Salah, R.O. (2015). Level of psychological burnout of a sample of secondary phase teachers in Ma'an Governorate and its relationship with some other variables. *International Education Studies*, 8(6), 56-68.
2. Bolotov, V., Efremova, N.F. (2007). Education quality assessment system. Moscow: Logos.
3. Carnoy, M., Khavenson, T., Loyalka P. (2016). Revisiting the Relationship Between International Assessment Outcomes and Educational Production. Evidence From a Longitudinal PISA-TIMSS Sample. *American Educational Research Journal*, 1. URL: <http://journals.sagepub.com/doi/pdf>
4. Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1359-1369.
5. Dolmans, D.H., Wolfhagen, I.H., Van Der Vleuten (2005). Problem based learning: future challenges for educational practices and research. *Medical Education*, 39(7), 732-41.
6. Faleeva, L.V., Bratukhina, E.V., Ezhov, S.G., Gorbunova, L.N., Lopanova, A.P., Viaznikova, L.F., Kryukova, N.I. (2017). Student's Social Experience Forming in University Vocational Training. *Eurasian Journal of Analytical Chemistry*, 12(7B), 1127-1135.
7. Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1497-1507.
8. Fernet, C., Guay, F., Senectal, C., Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education*, 28, 514-525.
9. Gazman, O.S. (2000). Pedagogy of freedom: the way to the humanistic civilization of the XXI century. *Class teacher*, 3, 6-33.
10. Gershunsky, B.S. (1998). Philosophy of education for the XXI century (in search of practice-oriented educational concepts). Moscow: Perfection.
11. Jenkins, S., Agamba, J.J. (2013). The missing link in the CCSS initiative: Professional development for implementation. *Academy of Educational Leadership Journal*, 17(2), 69-79.
12. Kvon, G.M., Vaks, V.B., Masalimova, A.R., Kryukova, N.I., Rod, Y.S., Shagieva, R.V., Khudzhatov, M.B. (2018). Risk in Implementing New Electronic Management Systems at Universities. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(3), 891-902.
13. Levina E.Y., Masalimova A.R., Kryukova N.I., Grebennikov V.V., Marchuk N.N., Shirev D.A., Renglikh K.A., Shagieva R.V. (2017). Structure and Content of e-Learning Information Environment Based on Geo-Information Technologies. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(8), 5019-5031.
14. Levina, E.Yu. (2017). Quality as a determinant of social responsibility of education. *Professional education in Russia and abroad*, 2, 42-47.
15. Levina, E.Yu., Gumerov, A.V. (2016). A new standard of excellence: social priorities. *Kazan pedagogical journal*, 4, 211-216.
16. Nazarova, T.I. (2000). The educational environment of the school and new learning technologies at the turn of the XXI century. *Public education*, 8, 49-54.
17. Nukpe, P. (2012). Motivation: theory and use in Higher Education. *Investigations in university teaching and learning*, 8, 1 - 2.

18. Patton, K., Parker, M., Tannehill, D. (2015). Helping teachers help themselves: Professional development that makes a difference. *NASSP Bulletin*, 99(1), 26-42.
19. Potashnik, M.M. (2001). Education quality management. Moscow: Pedagogical society of Russia.
20. Stukalova, O.V. (2017) The system of cultural and creative development of students in the educational environment of higher education institutions in the sphere of culture and art. *Espasios*, 38, 33-45.
21. Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A.(2018). The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students, *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353-2366.
22. Toshalis, E., Nakkula, M.J. (2012). Motivation, Engagement and Student Voice. The student at the Center Series. URL: [www.howyoulearn.org](http://www.howyoulearn.org).
23. Ulyankina, E.V. (2015). Problems of adaptation of young specialists in educational institutions. *Academic Bulletin*, 2, 201-207.
24. Van Driel, J.H., Berry, A. (2012). Teacher professional development focusing on pedagogical content knowledge. *Educational Researcher*, 41(1), 26-28.
25. Vangrieken, K., Meredith, C., Packer, T., Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and Teacher Education*, 61, 47-59.
26. Varchenko, E.I. (2013). Quality management of education in an educational institution. *Young scientist*, 3, 471-474.
27. Vilyunas, V.K. (1990). Psychological mechanisms of human motivation. Moscow: MSU publishing House.
28. Vygotsky, L.S. (1996). Psychology of development as a phenomenon of culture. Moscow: Institute of psychology; Voronezh: MODEK.

## Case-Method Use To Train Management Masters

Olga V. Rogach<sup>1</sup>, Elena V. Frolova<sup>2</sup>, Tatyana M. Ryabova<sup>3</sup>, Maxim S. KOZYREV<sup>4</sup>

<sup>1</sup> Russian State Social University, The Russian Federation, Moscow. Candidate of sociological sciences, assistant professor at the department of management and administration. Address: 129226, Moscow, Wilhelm Peeck street, d. 4 p. 1.

<sup>2</sup> Russian State Social University, The Russian Federation, Moscow. Doctor of sociological sciences, docent, professor of the department of management and administration. Address: 129226, Moscow, Wilhelm Peeck street, d. 4 p. 1.

<sup>3</sup> Russian State Social University, The Russian Federation, Moscow. Candidate of sociological sciences, assistant professor at the department of management and administration. Address: 129226, Moscow, Wilhelm Peeck street, d. 4 p. 1.

<sup>4</sup> Russian State Social University, The Russian Federation, Moscow. Candidate of philosophical sciences, assistant professor at the department of management and administration. Address: 129226, Moscow, Wilhelm Peeck street, d. 4 p. 1.

### Abstract

The article attempts to perform the problematic analysis of case method application possibilities to train management masters. The purpose of the research work was to determine the advantages and the disadvantages of the author's case-method application in the discipline "Strategic management by the state and municipalities" via the approbation of the developed scenario during the classes of part-time student group training in the field of "State and Municipal Administration" (Master's degree) (N = 24). The analysis of case-study method use results was supplemented by the focus group study (N = 12).

The use of the case-method showed its high efficiency for the development of management master competences: the solution of non-standard situations in the conditions of uncertainty, stress, time deficit allowed to form the trainees' skills necessary for further work. According to the results of the study, the authors singled out the case merits: the effectiveness of competence development, the development of a steady interest in further learning of the course, and the desire for self-learning and the deepening of their knowledge. However, the use of the case has a number of limitations in the learning process: on the one hand, it stimulates cognitive activity, and it leads to destructive manifestations of group interaction, on the other hand; it can result in dysfunction of participant individual and group indicators; a weak elaboration of case method conditions and situations may lead to the unattainability of the case goals and tasks.

**Keywords:** case-methods, master's degree program, training, education, interactive techniques, management, strategic planning.

### Introduction

The current trends and the challenges of modern reality, expressed in the change of conceptual representations about the role, the goals and the content of education in the modern world, have led to significant transformations of student needs (Frolova, Rogach, 2017), the centering of research interests around the mechanisms and the principles of the competence approach implementation in the pedagogical process. The competence approach as the basis of modern education standards focuses attention on education result (Kasatkin, 2017), and not the amount of acquired information, but a person's ability to act in various problem situations is regarded as a result (Kutumova, 2014; Kirillov et al., 2017).

In modern conditions the institution of education is the key agent for the reproduction of social development social and intellectual capital (Rogach et al., 2017). High society demands to the results of

young people training actualize significantly the risks of the pedagogical process, related to the difficulties of theoretical knowledge and practical activity integration. The most important task is to develop the ways to harmonize the requirements in the field of education, employers' requests and, above all, the needs of students (Newton et al., 2009; Vinichenko et al., 2017).

Within the traditional organization of the educational process, unilateral communication forms are used in the process of knowledge transfer, the essence of which is the transfer of information and its subsequent reproduction by students. A passive perception of knowledge has insufficient effectiveness, while active teaching methods contribute to better assimilation of information, its identification and realization in professional activity (Semushin, 2016; Cotorruelo, Fernandez, 2017). Case methodology has received high recognition in the education system as a viable and an effective practice for the training of future experts (Jones, 2008; Lengyel, Vernon-Dotson, 2010). Case method contributes to the overcoming of traditional occupation limitations, in which students receive already "known" knowledge in a highly structured format (Jain, 2005). An extremely dynamic labor market requires the constant update of knowledge and the acquisition of new competencies. Accordingly, the knowledge itself does not provide competitiveness in the modern world, the practical skills become the decisive factor. "The public access to information and almost zero cost of its storage and transfer" (Donnelli et al., 2013) updates the importance of analytical skills. It is important to develop heuristics and algorithmic capabilities for students in an increasingly complex environment to understand the problem in a complex, to assess the likely impact of management decisions on various aspects of activity in short, medium and long term (Jain, 2005).

Case-method has a number of features that determine its advantages in modern training practices: the predominance of research and analytical procedures; collective development of ideas and information exchange; synergetic effect, the improvement of knowledge quality and quantity; the activation of training needs, the stimulation of cognitive, creative activity, the motivation for success.

Per se, the case method is the transition from a traditional model centered on a teacher to interactive education, the central participant of which is a student who plays a leading role in his own learning organization.

The advantages of Case method are related to the wide possibilities of multiple and diverse interpretations, which is especially important for the teaching of management disciplines. Case method allows to form the leadership potential of students, developing their abilities as critical and creative thinkers (Greenhalgh, 2007),

Modern socio-economic conditions dictate the need to form such qualities of future professionals as mobility, communication skills, initiative, flexibility, the ability to respond quickly to the requests of a dynamically changing environment. Pedagogical practices should correspond to the labor market needs, form the competences of managerial decision development in the situation of uncertainty and diverse challenges. The case-study method deserves consideration as the most adequate pedagogical toolkit reflecting the requests of the external environment (Collier & O'Sullivan, 2012). The studies illustrate that the use of the case method in the teaching of the strategic management course has shaped the students' tolerance to the situation of uncertainty (Banning, 2003).

In modern social and economic conditions, the ability to interact with different partners is particularly relevant. Effective business relationships are impossible without practical communication skills. The training of a modern professional is largely determined by the development level of his communication skills.

As interpersonal communication concepts become more central to the basic courses of speech communication, the learning by the case method also becomes more important (McAdoo, Nelson, 2009).

An effective use of information is a key component of a manager's work. In the business environment burdened with information overload, the issue of MBA programs is how to provide training so that their graduates have the necessary basics in this skill. Business managers use information in the decision-making process, so students need to learn and use effectively the opportunities for an effective information use (Cullen, 2013), to form skills for problem evaluation and solution (Jones, 2008).

The use of the case method involves a number of questions for a teacher, first of all, such as a situation selection, the determination of the best strategy to help students to prepare for a discussion, the ways of a discussion intensification, the evaluation of a method efficiency and its capabilities in required competence development (Dowd, 2015). An effective use of the situations in the educational process proposed for analysis requires a considerable preparatory work, the development of a methodological base (Pashchenko, 2016).

The use of case method in the process of student teaching involves the following factors: the conceptual content of a subject, the pedagogical structure of the class, the cognitive structure of the students, the social structure of the class, and the student feedback relative to their learning experiences in case-based courses (Tillman, 2012)

### **Methodological coordinates**

The authors attempted the problem analysis concerning the possibilities of case method use in the preparation of management masters. The purpose of the research work was to determine the advantages and the disadvantages of the author's case-method use in the discipline "Strategic management by state and municipal entities" via the approbation of the developed scenario during the classes of part-time student group studying "State and municipal management" (master's degree program). 24 students were trained by the case study method.

#### ***Description of the author's case-method for the discipline "Strategic management by the state and municipal entities"***

The students were offered with the set of tasks "Social Infrastructure Objects". Game settings: to plan the placement of social infrastructure facilities on the urban settlement territory. To do this, it is necessary to choose an urban settlement size (50 thousand people, 100 thousand people, 150 thousand people), to determine its strategic landmarks and territorial development goals.





**Fig.1 Case method start page**

Students were offered to choose and place various social infrastructure objects (Fig. 2):

1. Libraries (universal public library, children's library, youth library).
2. Cultural institutions (to determine an institution field of activity independently: museums, art schools, palaces of creativity).
3. Exhibition hall and (or) galleries.
4. Theaters.
5. Parks of culture and recreation.
6. Pharmacies.
7. Hospitals (a hospital, an adult clinic, women's consultation, children's hospital, children's polyclinic).

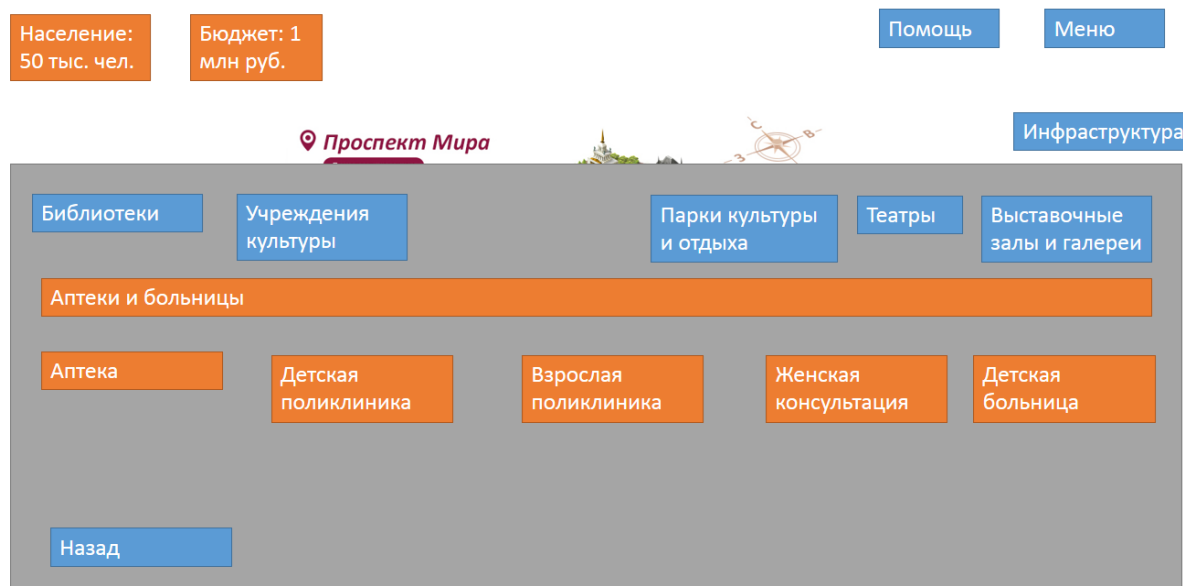


Fig. 2. Selection of social infrastructure objects

The evaluation system for a level passage was based on the measuring of social infrastructure object number correspondence to the size of an urban settlement, its functional role, territorial location, budget, current legislation requirements, strategic guidelines for its development.

In the course of an assignment performance, students were divided into the groups of 6 people, which allowed to introduce competitive components during case performance and ensured team interaction, the development of communication skills and group discussion skills. Three seminars were assigned for task performance, each lasted for 1 hour and 30 minutes.

The use of the case method was supplemented by a number of gaming techniques to stimulate and maintain the educational activity of students. The groups of students have identified identification symbols (a name, an emblem) for themselves that ensure team cohesion and unidirectionality of its actions. In order to measure the educational results and the results of the case, a rating system was introduced, bringing the competition component into the task performance.

Based on the training results, a focus group was held, for which 12 respondents were selected randomly. During the focus group it was suggested to discuss and evaluate the following characteristics of the case-study method: the advantages and the disadvantages of the method use within the discipline "Strategic management by state and municipal entities", case expediency and relevance, the level of professional competence mastering, case performance complexity, the inclusion in group discussion and communication.

### Study results

During the focus group, the students noted the positive aspects of the case method use in teaching, its advantages over the traditional technologies of the educational process organization.

Peter P.: "The execution of the case is more interesting than the preparation of the report. The given task allowed to "plunge" into the real situation of territorial infrastructure development.

Masha S.: "Traditional methods will not allow us to work through the skills that we used when the case was carried out."

During the focus group, students were asked to evaluate the appropriateness of case use in training: 8 people gave high marks, 2 found it difficult to answer, the remaining 2 students were categorical enough, believing that this method does not allow to assess the preparation and the contribution of each student to the assignment performance.

The positive aspects of the case method included a better assimilation of information, a higher level of theoretical knowledge and practical skills integration, and the activation of scientific and cognitive activity.

Nikolai N.: "We were able to see the problems of the city territory in complex. Studying earlier the theoretical material of the course, I just tried to remember the stages of strategic planning. And now I saw how this relates to the population needs, the budget and the size of the city".

The case method provides the development of territorial problem comprehensive vision, contributes to the development of an interdisciplinary approach to the strategic management by municipalities. Carrying out the case, the students turned to the knowledge obtained in other academic disciplines, which significantly increases the effectiveness of this method in training and updates the skills obtained previously.

The obtained results showed that the case method forms analytical skills in the context of incorrect decision analysis, promotes the ability to use the trial and error principle effectively, and to learn useful lessons for the future.

Nikolai N.: "After the task completion, I wanted to go into this issue, to read additional literature on strategic management. I realized that it is very interesting."

The results of the focus group illustrated that the case-method ensures the growth of students' motivation for further study of the course, forms the focus on the performance of more complex and interesting tasks. It was found that, in contrast to the point assessment system, which stimulates "the acquisition of knowledge for a grade" the case method activates the internal need "of knowledge gaining for self-development."

Based on the results of the discussion, a quantitative assessment of the case-methodology effectiveness was obtained for the development of general cultural, professional and communicative skills (Table 1).

*Table 1. Evaluation of case study effectiveness by part-time students (in points where 2 - fully contributes to the development of skill / competence, 0 - lack of results), people.*

<i>Skill/competence</i>	<i>0</i>	<i>1</i>	<i>2</i>
initiative	3	4	5
analytic skills	-	2	10
generation of ideas	-	2	10
flexibility of thinking	1	4	7
tolerance to uncertainty	-	3	9
problem solution skills	-	4	8
listening skills	2	3	7
ability to argue	2	1	9
to use theoretical knowledge in practice	2	1	9
to think critically	1	1	10

The students, having assessed the possibility of the case-study method use in training, especially noted the development of such skills as analytical skills, the generation of ideas and critical thinking. During the focus group, the students paid attention to the development of a tolerant attitude to the situations of uncertainty, due to the lack of a single right solution and the need to take into account the diverse vector trends and the factors of territorial development. It is fair to say that the development of this competence is ambivalent, on the one hand, it provides non-linearity of thinking, while on the other hand it causes confusion during a task preparation. A widespread introduction of test tasks in the educational process has formed the attitude to the search for the only correct version of the solution. The shift from traditional practice caused cognitive dissonance among some trainees, provoking the students' uncertainty in their abilities, an attempt to hide behind their colleagues' backs.

At the same time, some students noted the complexity of the task. Many did not join the group discussion immediately, which illustrates a high level of differentiation in mastering both professional and communicative competences. The use of the case-method allowed to identify more prepared ones, to highlight psychological and communication skills.

Ekaterina V.: "When I saw the case, I was frightened that I could not do it. And it happened. It was very unfortunate that our group lost time to pass the first level task. But then we got involved."

Despite the detailed methodological study of this case, the students noted the inadequacy of time for its passage. The task performance requires a good level of training in law, state and municipal finance, strategic management, and management from students. Besides, the students attributed the assessment system dysfunctions to the drawbacks of the case method use, which does not take into account the contribution of each participant in the working group.

Olga V.: "Each group has a person who takes little part in the teamwork. I was looking for information, someone was planning the placement of objects, and someone was just in the way."

Tatyana T.: "It's a pity that it is impossible to assess the contribution of everyone in the group. The incentive for individual achievement is lost."

Limited time for the case execution provoked students to conduct an active and tough discussion. Thus, students noted that many opinions were denied without discussion, it was allowed to neglect the statements of others and the pressure of an informal leader authority. In the course of the focus group it was found that the students expected more active participation from the teacher to regulate the discussion, to act as an arbitrator. Unsatisfied expectations of students caused a slight decrease of the educational effect from the case performance.

## Discussion

The case-method illustrates its high efficiency for the development of management master competences. The solution of non-standard situations in conditions of uncertainty, stress, time deficit forms the trainee skills they need in their further work. Within the framework of the discipline "Strategic management by state and municipalities", the use of the case-method makes it possible to consider the problem in a complex, to assess the likely influence of the management decision on various aspects of activity, and to carry out an effective exchange of information.

Theoretical knowledge, obtained as the result of traditional training, is a complex of details that need to be remembered and yet difficult to discuss. At that the practical knowledge developed through interactive activities forms the basis for the ability to act in specific situations (Emilsson et al., 2014).

The use of case methods requires a deep methodical study of tasks, the consideration of such factors as discipline goals and objectives, the level of student preparation, time parameters, the complexity and the effectiveness of the case. A particular attention should be paid to the toolkit of the case: the task execution

algorithm, the system for individual and group indicator evaluation, and the methods to activate a discussion.

It can be assumed that an active teacher's role needs to be strengthened for the students with a weak level of training and motivation level. For such groups, the functions of a teacher can be expanded to overcome detachment and involve students in work, maintaining the ethics of the discussion. However, it is necessary to avoid a teacher's dominant role, the "imposing" of his views on a problem situation solution. The position of a teacher as the conductor of ideas is more effective to develop the conditions for the self-organization of groups.

### Conclusions

The results of the research showed the advantages and the disadvantages of the author's case-method use in the discipline "Strategic management by state and municipal entities" via the approbation of the developed scenario during the classes of the part-time group of students in the field "State and municipal management" (master's degree program).

The students noted the following undoubted merits of the case: the effectiveness of competence development, the development of a sustainable interest in further learning the course, as well as the desire for self-learning and their knowledge deepening. The use of gaming elements in the process of the case performance, allowed to develop the skills of teamwork, to increase the level of self-organization. The competitive component in the conditions of time deficit acquired an ambivalent character. On the one hand, it stimulated cognitive activity, on the other hand, it led to the destructive manifestations of group interaction (the violation of discussion ethics, aggression, etc.).

The use of student work group organization during the case performance can lead to the system dysfunction concerning the evaluation of individual and group indicators of participants. The elimination of possible disagreements can be achieved due to a teacher's special attention to the development of the case toolkit, the creation of task performance algorithm, which would ensure the expediency of group-participant development and would allow to estimate the contribution of each participant of the working group.

### References:

1. Banning K. C. (2003) The Effect of the Case Method on Tolerance for Ambiguity *Journal of Management Education* Vol 27, Issue 5, pp. 556 - 567 <https://doi.org/10.1177/1052562903252652>
2. Collier C.S. & O'Sullivan M. (2012) Case Method in Physical Education Higher Education: A Pedagogy of Change?, *Quest*, 49:2, 198-213, DOI: 10.1080/00336297.1997.10484235
3. Cullen A. (2013) Using the Case Method to Introduce Information Skill Development in the MBA Curriculum, *Journal of Business & Finance Librarianship*, 18:3, 208-232, DOI: 10.1080/08963568.2013.795740
4. Donnelly K., Rizvi S., Barber M. An Avalanche Is Coming. Higher Education and the Revolution Ahead In: *Voprosy obrazovanija*. 2013 № 3. S. 152-229
5. Dowd J. J. (2015) Case Method Teaching: Suggestions for Practice, *Marketing Education Review*, 2:3, 44-47, DOI: 10.1080/10528008.1992.11488381
6. Emilsson, M., Gellerstedt, M., Skyvell Nilsson, M. et al. Pedagogical challenges in nurse education - a case study focusing on the completion rate in theoretical education at a Swedish University. *Empirical Res Voc Ed Train* (2014) 6: 11. <https://doi.org/10.1186/s40461-014-0011-3>
7. Frolova E.V., Rogach O.V. Municipal-private partnership in education: infrastructural aspect. *Economic and Social Changes: Facts, Trends, Forecast*, 2017, vol. 10, no. 1, pp. 145-160. DOI: 10.15838/esc/2017.1.49.8



8. Greenhalgh A.M. (2007) Case Method Teaching as Science and Art: A Metaphoric Approach and Curricular Application *Journal of Management Education* Vol 31, Issue 2, pp. 181 - 194 <https://doi.org/10.1177/1052562906291306>
9. Jain A. K. (2005) Management Education and Case Method as a Pedagogy *Vikalpa* Vol 30, Issue 1, pp. 77 - 84 <https://doi.org/10.1177/0256090920050107>
10. Jesus Rodriguez Cotorruelo, Lic. Ricardo Perez Fernandez (2017). The Teacher and the Pedagogical Activity: Functions and Structure of the Pedagogical Activity. Contemporary problems of Social Work. Volume 3, № 1(9). P. 69-75
11. Jones K. A. (2008) Making the Case for the Case Method in Graduate Social Work Education, *Journal of Teaching in Social Work*, 23:1-2, 183-200, DOI: 10.1300/J067v23n01\_12
12. Jones K. A. (2008) Using Case Method Teaching and Student-Written Cases to Improve Students' Ability to Incorporate Theory into Practice, *Journal of Teaching in the Addictions*, 6:1, 35-47, DOI: 10.1080/15332700802126278
13. Kasatkin P.I. (2017) Education in the Context of National Culture. Social policy and sociology, № 3. P. 188-195
14. Kirillov, A.V., Ushakov, D. S., Vinichenko, M.V., Makuchkin, S.A., Melnichuk, A.V. (2017). Career Opportunities for the Management's Personnel Reserve. *Eurasian Journal of Analytical Chemistry*. Volume: 12. Issue: 5B. Pages: 723-733.
15. Kutumova A. A. (2014) Case-method in the formation of professional competencies. Problems and prospects of education development in Russia. No. 28. P.30-34.
16. Lengyel L., Vernon-Dotson L. (2010) Preparing Special Education Teacher Candidates: Extending Case Method to Practice. *Teacher Education and Special Education* Vol 33, Issue 3, pp. 248 - 256 <https://doi.org/10.1177/0888406409357371>
17. McAdoo J.& Nelson P. (2009) Teaching speech communication via the case method, *Today's Speech*, 23:3, 29-32, DOI: 10.1080/01463377509369187
18. Newton JM, Billett S, Jolly B, Cherene M, Ockerby CM: Lost in translation: Barriers to learning in health professional clinical education. *Learn Health Soc Care* 2009, 8(4):315-327. 10.1111/j.1473-6861.2009.00229.x
19. Paschenko Yu. A. (2016) Teaching the case-method in the concept of Mary Richmond's vocational education. *Alma mater (Bulletin of higher school)*. No. 3. P. 108-111.
20. Rogach O. V., Frolova E. V., Ryabova T. M. Academic Competition: Rating Race. *European Journal of Contemporary Education*, 2017, 6(2), pp.297-307 DOI: 10.13187/ejced.2017.2.297
21. Semushina O. A. (2016) Case - method as an interactive method of learning in the study of the discipline "human resource management". *Science of the 21st century: questions, hypotheses, answers*. No. 1 (16). P. 46-48.
22. Tillman B. A. (2012) Reflections on Case Method Teaching, *Action in Teacher Education*, 17:1, 1-8, DOI: 10.1080/01626620.1995.10463225
23. Vinichenko M.V., Peter Karácsony, Demcheko T.S., Melnichuk A.V., Makuchkin S.A. (2017). Satisfaction of Employees of Moscow Region Organizations by Implementation of Youth Personnel Policy. *Eurasian Journal of Analytical Chemistry*, 2017 12(5b):697-704 DOI 10.12973/ejac.2017.00203a

## Effect of Peer Tutoring on the Academic Achievement of Tutors and Tutees in the Subject of Biology at Secondary Level

\* Irfanullah<sup>1</sup>, Prof. Dr. Rabia Tabassum<sup>2</sup>, Ayaz Ahmad<sup>3</sup> and Najeebullah<sup>4</sup>

<sup>1</sup> Ph. D Scholar, Northern University, Nowshera, KPK

<sup>2</sup> Professor & Head of Department of Education, Northern University, Nowshera, KPK

<sup>3</sup> Assistant Professor, Northern University, Nowshera, KPK

<sup>4</sup> Ph. D Scholar, Northern University, Nowshera, KPK

### Abstract

The present study aimed to analyze the effect of peer tutoring on the academic achievement of tutors and tutees in the subject of biology at secondary level. Objectives of the study were: To investigate the effects of peer tutoring on the educational performance of tutors in the subject of biology; To measure the effects of peer tutoring on the educational performance of tutees in the subject of biology and to measure the differences between the performances of experimental and control groups from the perspectives of Tutors and tutees in the subject of biology. All 433,405 boys' students at secondary level of 10th grade of Khyber Pakhtunkhwa were the population for this study. Forty (40) students were taken as sample of the study from secondary school ANSI Mardan. The Pretest Posttest Equivalent Group Design was used. Teacher made pretest, posttest were the data collection tools. The data collected from pretest and posttest were analyzed through independent sample t-test. It was found that the tutors and tutees of the group under investigation have performed better in academic achievement than their equivalent high achievers and low achievers of control group on post test which had proved that peer tutoring had contributed significant effect on the academics of the tutors and tutees. It was finalised that peer tutoring was the best method of teaching biology at secondary level for developing the academic level of the students.

**Keywords:** academic achievement, lecture demonstration method, peer tutoring, tutees, tutors.

### Introduction

Peer tutoring takes place between the students in which one student is better than other in particular contents (Tiwari, 2014). It is an instructional strategy which comprises that students of the same or different grades help one other and learn to understand the difficult tasks in their academic activities. Peer tutoring tries to ensure individualized and targeted instruction that may not possible through traditional methods of instruction. Peer tutoring have mutual benefits and involve the sharing of information, thoughts and experience between the participants (Amaka, 2013).

The major types of peer tutoring like Reciprocal peer tutoring, cross age peer tutoring, parents/volunteer peer tutoring, class wide peer tutoring and same age peer tutoring were mentioned by Rizve (2012), kim (2015) and Ali et al (2015). The current study was conducted on same age peer tutoring in which both tutors and tutees belong to the same grade level.

According to Smith and Nicolai (2013), the tutor should be trained and knowledgeable which would enable him/her to facilitate the peer tutoring. Tutor should have command on the contents and should also have understandings of different techniques of teaching. On the other hand, tutee should cooperate in the learning process and should have all necessary materials for the learning contents and should follow instructions of the tutors.

Teachers are always in a hurry to complete the course contents but have shortage of time. So in this situation, peer tutoring is a very effective technique to rise time for teaching learning activities. Peer tutoring is one of the approaches to minimize burden of the teacher and may accomplish the needs

of the students without any extra financial resources. Galaviz (2009) and Smith (2010) reported some negative effects of peer tutoring due to lack of prior planning and management. In order to overcome the negative effects of peer tutoring the programme of peer tutoring should be conducted in control environment and planned situations.

### Statement of the Problem

In the light of above discussion the current study entitled as to measure the effect of peer tutoring on the academic achievement of tutors and tutees in the subject of biology at secondary level.

### Objectives

The objectives of the study were:

1. To investigate the effects of peer tutoring on the educational performance of tutors in the subject of biology
2. To measure the effects of peer tutoring on the educational performance of tutees in the subject of biology
3. To measure the differences between the performances of experimental and control groups from the perspectives of Tutors and tutees

### Research Hypotheses

The above objectives were tested by the following hypotheses;

**H01** There is no significant effects of peer tutoring on the educational performances of tutors (high achievers)

**H02** There is no significant effects of peer tutoring on the educational performances of tutees (low achievers)

**H03** There is no significant difference between the mean scores of tutors (high achievers) of experimental and high achievers of control groups

**H04** There is no significant difference between the mean scores of tutees (low achievers) of experimental and low achievers of control groups

### Significance of the Study

This experimental study may be helpful for teachers and educational planners in a sense, how to pay individual attention to students of diverse needs in limited resources. The study may also be fruitful in developing the overall academic performance of the classroom. Peer tutoring may also reduce shyness of the students and may develop the conversational ability of the students.

### LITERATURE REVIEW

The eminence of education system significantly depends on the approaches that were imparted in the classroom. In the last few decades a distinct evolution has been observed in the employment of instructional methodologies. Classroom activities are shifted from teacher-centred to learner-centred approaches. In line of this trend the methodologies that are exercised in classroom, include discussion, mentoring, project based learning, activity based learning and peer tutoring (Shirvan, 2008). Researches like Austin (2008); Eisenkopf (2008), are of the view that peer tutoring has positive impacts on students leaning, motivation and socialization. Peer tutoring was found effective in development of creativity and problem solving skills of both tutors and tutees. Due to interactive nature of peer tutoring it helps the tutor in understanding the mental level of the tutee and concept about the topic. Results are very successful if tutor and tutee are engaged in collaborative work and meaningful activities under planned and structured program (Gordon, 2008).

Brost (2011) reported some drawbacks of peer tutoring which were related to the management and structure of the program. Therefore preplanning is highly needed to manage the issues. The program of peer tutoring should be run under strict supervision and controlled environment. Both Vygotsky and Piaget were the proponents of peer tutoring. The cognitive theory of Piaget's advocates that cognitive level of both tutors and tutees develop in the pre and post preparatory sessions of peer tutoring. Similarly the affective domain and some other characteristics of both tutors and tutees like discussion abilities confidence level and motivation also develop through peer tutoring (Rizve, 2012). Similarly, Vygotsky supported the concept of peer tutoring as it enhances the performance of academically slow children and can enhance through scaffolding by peer tutoring. According to Vygotsky, cognitive development consists of three major divisions that is the zone of actual development in which the students are able to learn something independently, the second is the zone of proximal development in which the students depends on other for their learning and the third is the zone of no development in which the students cannot learn even in the presence of some external push (Mehra & Mondal, 2005).

Rizve (2012) conducted a study in which she proved that students experiencing peer tutoring did better in their zone of proximal development as compare to the students experiencing traditional method of teaching.

Horvath (2011) showed that peer tutoring can contribute in developing the retention ability of the students by conducting experiments on the students of six grade for four weeks. Ezenwosu and Nworgu (2013) had studied academic performance of the students by using peer tutoring and gender in which he had explored that peer tutoring had considerable effect on the academic attainment of the students and also explored that male students were more successful than female. Peer tutoring develops the abilities and skills of working in associations of both tutors and tutees in joint ventures, and ability of responding. Due to the importance of peer tutoring it has become the vital part of many disciplines and subjects in various countries (Ali, Anwer & Abbas, 2015).

Academic performance of the learners in the form of high score in the final examination in all level of education is one of the important aims of education system of Pakistan. High score is the sign of hard work and learning ability and also helpful in admission in high standard colleges and universities. Those methods of instructions which can develops motivation towards learning are highly appreciated. The trend in achieving the instructional objectives is shifting from knowledge level to application level at secondary level in Pakistan. The empirical studies like Khattak, (2012); Mushtaq and Khan, (2010) have identified that peer tutoring approach, can develop the academic learning of the learners.

## METHOD AND PROCEDURE

The study was experimental in nature and pretest posttest equivalent group design was adopted for the study. This approach was adopted as to overcome the external threats to the treatment process.

### Population

All 433405 male' students at secondary level of 10th grade of Khyber Pakhtunkhwa were the population of study EMIS, (2015).

### Sample

Forty (40) students were taken as sample of the study from secondary school ANSI Mardan. The sample was bifurcated into control and experimental groups by using the technique of pair random on pre test score. Each group was further divided into low achiever and high achiever groups. In experimental group the high achievers played the role of tutors and low achievers played the role of tutees.

### Research Instruments

Pretest and posttest were used for data collection. The reliabilities of the both tests were calculated and found 0.92 for pretest and 0.70 for posttest which was acceptable.

### Treatment

First of all pretest was conducted from the sample students. On the basis of the pretest results two equivalent groups, experimental and control groups were formed. The participants of the experimental group were taught by engaging in peer tutoring while the same contents were taught to the control group by lecture demonstration method. The tutors of the experimental group were given proper orientation on the contents of tutoring session each day before the session. Lesson plans were developed for each session of the treatment. The contents of the lesson plans were selected from the text book of 10th grade biology. The lesson plans were organized in such a way to ensure maximum discussion and participation on the part of both tutors and tutees. Post test was taken from the both groups soon after completion of the treatment period.

### Data Collection

Pretest was administered among the sample and the data obtained were tabulated and bifurcated through pair random techniques, which leads to the formation of two equivalent groups, control group and experimental group. Experimental group was taught through peer tutoring and control group was instructed through lecture demonstration method of teaching for seven weeks. When the treatment period was over, post test was conducted for measuring the effectiveness of treatment.

### Analysis of Data

To analyze the collected data all the data gathered first and then mean scores were calculated. On the basis of mean scores independent sample t-test was used to measure the difference between the two groups. The p value for testing the hypotheses of the study was 0.05.

## RESULTS

**Table 1: Effects of Peer tutoring on the educational performances of high achievers (tutors)**

GROUPS	N	Mean	SD	SED	T-value
Experimental	10	39.3	5.14	2.66	2.77
Control	10	32	6.54		

df = 18

table value at 0.05= 2.101

The table 1 expresses that the t-value (calculated) was higher than table value which leads to the rejection of null hypothesis. The mean score of experimental group was high than the control group, which shows that there is significant effects of peer tutoring on the academic performances of tutors. The values of standard deviation show that the tutors of the experimental group were not only better but also show less variation as compared to high achievers of control group.

**Table 2: Effects of Peer tutoring on the educational performances of low achievers (tutees)**

GROUPS	N	Mean	SD	SED	T-value
Experimental	10	32.8	3.42	2.06	5
Control	10	22.5	5.56		

df = 18

table value at 0.05=2.101

The table 2 expresses that the t-value (calculated) was higher than table value which leads to the rejection of null hypothesis. The mean scores of the experimental group was high than the control group, which



shows that there is significant effect of peer tutoring on the academic performane of the tutees. The values of standard deviation show that the tutees of the experimental group were not only better but also show less variation as compared to low achievers of control group.

**Table 3: Difference between the mean scores of high achievers of both experimental and control groups**

GROUPS	N	Mean	SD	SED	T-value
Experimental	10	39.3	5.14	2.66	2.77
Control	10	32	6.54		

df = 18

table value at 0.05= 2.101

According to table 3 the mean score of the high achievers of the experimental group was higher that the high achievers of the control group and the calculated t-value ( $2.77 > 2.101$ ) shows that the diffrence between the experimental and control group was significant and this result, leads to the rejection of the null hypothesis. This difference in the mean score was caused by the effect of peer tutoring.

**Table 4: Difference between the mean scores of low achievers of both experimental and control groups**

GROUPS	N	Mean	SD	SED	T-value
Experimental	10	32.8	3.42	2.06	5
Control	10	22.5	5.56		

df = 18

table value at 0.05=2.101

According to table 4 the mean score of the low achievers of the experimental group was higher that the low achievers of the control group and the calculated t-value ( $5 > 2.101$ ) shows that the diffrence between the experimental and control group was significant and this result, leads to the rejection of the null hypothesis. This difference in the mean score of the academic achievement was caused by the effect of peer tutoring.

## DISCUSSIONS

It was found that both control and experimental groups were equivalent before the treatment on the basis of results of t-test by applying on pretest score. The method of peer tutoring was used for teaching experimental group and lecture demonstration method was used for teaching control group. The period of treatment was continued for seven weeks. Posttest was taken from the both groups after completion of treatment period. The obtained data were analysed by using t-test of inferential statistics. The level of significance was 0.05 for all statistics and the obtained results are interpreted below.

H0 1: The null hypothesis was rejected on the basis of t-value  $2.77 > 2.101$  (table value) which show that the peer the peer tutoring has significant effects on the academic performance of the tutors. The same findings were also explored by Comfort and McMahon (2014) that peer tutoring had affected significantly the learning of tutors.

H0 2: The null hypothesis was rejected on the basis of t-value  $5 > 2.101$  (table value). This result show that the peer the peer tutoring has significant effects on the academic performance of the tutees. The findings are also reported by Rizve (2012) and Haider and Yasmin (2015), that scaffolding in the form of peer tutoring is very effective for slow learners.

H0 3: After treatment the mean score ( 39.3) of the tutors was raised from the mean score (32) of equivalent high achievers of the control group. This difference was attributed to peer tutoring and the t-value  $2.77 > 2.101$  (table value) causes the rejection of null hypothesis. The same findings were also explored by Razak and See (2010), that peer tutoring had enhanced significantly the learning of tutors.

H0 4: After treatment the mean score (32.8) of the tutees was raised from the mean score (22.5) of equivalent low achievers of the control group. This difference was attributed to peer tutoring and the t-value  $5 > 2.101$  (table value) causes the rejection of null hypothesis. The findings are also reported by Ezenwosu and Nworgu (2013) and Haider and Yasmin (2015), that scaffolding in the form of peer tutoring is very effective for slow learners.

### Conclusions

After applying statistics on the data the following conclusions were drawn:

1. High achievers of the control group and tutors of the experimental group were found equivalent because significant difference was not found in their achievement score in the pretest.
2. Likewise, low achievers (tutees) of the experimental group were found equivalent to the low achievers of the control group before the treatment.
3. The tutors of the group under investigation have performed better in academic achievement than their equivalent high achievers of control group on post test which had proved that peer tutoring had contributed significant effect on the academics of the tutors.
4. The tutees of the group under investigation have performed better in academic ability than their equivalent low achievers of the control group which had proved that peer tutoring had significant effect on the academics of the tutees.
5. On the basis of post score the mean score of the tutors was higher than the high achievers and the difference was also found significant. It was concluded that peer tutoring has caused a significant difference in the performance of tutors.
6. Similarly the mean score of the tutees was higher than the low achievers of control group and the difference was also significant. So it was concluded that peer tutoring has brought a significant variation in the academic score of the tutees of the experimental group.

### Recommendations

The conclusions of the study lead to the following recommendations.

1. As it was found that peer tutoring was more effective method as compare to traditional method of teaching. Therefore, peer tutoring is recommended to be blended with other teaching strategies for enhancing the academic efficiency of the students.
2. It was found that the peer tutoring has brought a significant difference in the performance of the tutors and tutees; therefore it is recommended that students in low performing subjects may be engaged in peer tutoring which may enhance their level of academic performance.
3. For developing the overall academic performance of the students, the low achievers may be attached to high achievers for long period of time for tutoring and guidance.
4. This study had focused on the academic performance of tutors and tutees. Other researches may be conducted to explore the effects of peer tutoring on vocabulary development, motivation and interest of the students.
5. This study was conducted for measuring the effectiveness of peer tutoring on tutors and tutees of male students. Therefore the coming researchers may focus on some diverse sample at different levels.

### REFERENCES

1. Ali, N., Anwer, M., & Abbas, J. (2015). Impact of Peer Tutoring on Learning of Students. *Journal for Studies in Management and Planning*; I (2), 61-66.
2. Amaka, O. A. (2013). Effect of Peer Tutoring Method on Students Academic Achievement in Home Economics. *Academic Journal of Interdisciplinary Studies*; II (5), 193-197.

3. Austin, J. (2008). *The Effects of Peer Tutoring on Fifth-Grade Students' Motivation and Learning in Math Problem Solving*. Un published MS Thesis State University of New York, The College at Brockport. New York:
4. Brost, J. M. (2011). *An Evaluation of the Peer Tutoring Program at Chippewa Valley Technical College in Eau Claire, WI*. Eau Claire USA: Un published MS Thesis University of Wisconsin-Stout, Graduate School.
5. Comfort, P., & McMahon, J. J. (2014). The Effect of Peer Tutoring on Academic Achievement. *Journal of Applied Research in Higher Education* , VI (1), 168-175.
6. Eisenkopf, G. (2008). Peer Effects, Motivation, and Learning. (Elsevier, Ed.) *Economics of Education Review*, XXIX (3) 1-21.
7. MIS, (2015). Educational Management Information System. khyber pakhtoonkhwa Education Statistics 2014-15. Retrieved June 24, 2016, from [www.kpese.gov.pk/EMIS.html](http://www.kpese.gov.pk/EMIS.html).
8. Ezenwosu, S. U., & Nworgu, L. N. (2013). Efficacy of peer tutoring and gender on students' achievement in biology. *International Journal of Scientific and Engineering Research*, 4 (12), 944, 950.
9. Galaviz, V. (2009). *The Effects of Peer Tutoring on the Appropriate Social Interactions of Children Labelled as Bullies*. Ph.D Thesis College of Science and Mathematics California State University, Fresno.
10. Gordon, E. E. (2008). 5 Ways To Improve Tutoring Programs. *Phi Delta Kappa International*, XC (6), 440-445.
11. Haider, M., & Yasmin, A. (2015). Significance of scaffolding and peer tutoring in the light of Vygotsky's theory of zone of proximal development. *International Journal of Languages, Literature and Linguistics*, 1(3), 2015.
12. Horvath, K. (2011). *Effects of Peer Tutoring on Student Achievement*. Un published MS Thesis, Ohio University (Athens United States).
13. Khattak, S. G. (2012). Assessment in Schools in Pakistan. *School of Arts and Education, Middlesex University (London)* , IX (2), 1-13.
14. Kim, G. J. (2015). *Practical Tips for Teaching Multigrade Class*. (2nd print) Bangkok United Nations of Educational Scientific and Cultural Organization.
15. Mehra, V., & Mondal, H. R. (2005). Effects of Peer Tutoring on Learning Outcomes of High School Science Students. *Indian Educational Review* , XL (1), 42-58.
16. Mushtaq, I., & Khan, S. N. (2010). Factors Affecting Students' Academic Performance. *Global Journal of Management and Business Research* , XII (9), 1-7.
17. Razak, R. A., & See, Y. C. (2010). Improving Academic Achievement and Motivation Through Online Peer Learning. *Procedia Social and Behavioral Sciences*, IX (1) 358-362.
18. Rizve, R. (2012). The effect of peer tutoring on student achievement in the subject of English at secondary level in the light of Vygotsky's Theory. *Unpublished Thesis, Pakistan: Foundation University College Of Liberal Arts And Sciences Islamabad-Pakistan*.
19. Shirvan, S. J. (2008). *Impact of Learner-centred Teaching and Learning Process on Pre-advanced First Year Medical Students' Performance, Attitudes, and Retention in Medical English*. Graduate School of Social Sciences. Ankara (Turkey): Middle East Technical University.
20. Smith, P. J. (2010). *The role of peers in children's learning: a thesis presented in partial fulfilment of the requirements for the degree of Master of Education (Early Years) at Massey University, Palmerston North, New Zealand* (Doctoral dissertation, Massey University).
21. Smith, S., & Nicolai, D. (2013). *Guide for Tutors and Tutees* (1st ed.). New York: State University of New York.
22. Tiwari, M. (2014). Peer Tutoring: A Step Forward Towards Inclusion. *Educationia Confab* , III (7), 10-17.

## Linguistic Analysis of Students' Opinions about their Self-realization and Psychological Well-being in University Education

Elena N. Shutenko\*, Andrey I. Shutenko, Marina A. Kanishcheva,  
Julia J. Kovtun, Anna V. Lokteva, Julia P. Derevyanko  
*Belgorod National Research University, Belgorod, Russian Federation*

### Abstract

The article examines students' semantic significant representations about self-realization as factor of their psychological well-being in the process of education. Described are the results of study of students' notions about possibilities of their self-realization in university environment. The research work was built on the basis of the thesaurus analysis method, which makes it possible to identify stable semantic constructions in students' stories about the conditions for their self-realization in education. Using this method, the authors disclose semantic indicators of students' self-realization within the framework of three key thesauri: thesaurus of the readiness to self-realization; thesaurus of the self-realization measures and actions; thesaurus of self-realization activators. In accordance with the obtained data, the following three main narrative dominants of students' self-realization and psychological well-being were determined, such as: ego-inclusion in the learning process, comprehensive deployment of personal capacities, and social acceptance in the university community. Given these dominants as a criteria basis, the authors carry out a special survey of students and reveal the degree of their self-realization, reflecting the level of their psychological well-being in university training.

**Keywords:** student's self-realization, thesaurus analysis method, semantic indicators, subjective thesauri, narrative dominants of psychological well-being

### Introduction

The problem of effective learning of student youth requires the development of prognostic approaches to the definition of conditions for the full functioning of the personality in the educational process of the higher school. It's no secret that successful learning requires disclosure of the students' internal resources and abilities should bring joy from self-development and psychological well-being in the course of training.

Today, in the field of higher education, the task of strengthening the psychological health of student youth comes to the forefront. The humanitarian sciences face the common problem of worsening the psychological health and well-being of modern youth in the context of postmodern transformations of social institutions and challenges for current civilized society, as well as the need to enhance the role of higher education as a sphere for the full development of a viable young generation (Li, 2017). The success of university practice is largely determined by the activation of personal patterns and mechanisms of psychological health of student youth related to the realization of personal potential (Ryan & Deci, 2001). Psychological well-being of a person is inextricably linked with self-realization, especially in the period of youth (Ryan & Frederick, 1997). In fact, both of these phenomena reflect the same process of full and productive existence of the individual in certain socio-cultural conditions (Bradburn, 1969).

The meaning of self-realization for a young person is the capacity to be a subject, be creative, active, take responsibility, make decisions, pursue goal-setting, etc. (Gewirth, 1998). In this regard, the content, process and technology of university training should be focused on stimulating student self-realization in the logic of maintaining their psychological well-being, psycho-emotional stability, and overcoming crisis and destabilizing factors.



Recognition of self-realization in the notion of psychological health requires a revision of the harmful standards and values of a mass consumption culture that imposes to youth on the image of a passive user of life as a dependent wasteful consumer, human-object, deprived of the ability to independent thinking and creation (Featherstone, 2007).

### Literature Review

In the humanities, the problem of self-realization as a factor of person psychological health has been studied in the framework of several leading scientific traditions: phenomenological tradition (E. Husserl, M. Heidegger, A. Schütz, R.D. Lang, M. Merleau-Ponty, etc.); existential tradition (L. Binswanger, C. Cofer, M. Appley, R. May, J. Bugental, K. Jaspers, M. Buber, V. Frankl, A. Längle, etc.); hermeneutical tradition (F. Schleiermacher, H.-G. Gadamer, V. Dilthey, E. Betty, P. Ricker et al.); personological approach (E. Spranger, V. Shtern, H.A. Murray, S. Maddi, H. Marcuse, E. Mounier, P. Teilhard de Chardin et al.); interactionist approach (Ch. Cooley, G.H. Mead, W.I. Thomas, H. Becker, H. Blumer, J.M. Charon, E. Goffman, J.P. Hewitt etc.); constructivist approach (J. Piaget, G. Kelly, J. Bruner, E. Glasersfeld, T. Luckmann, P.L. Berger, G. Bateson, P. Watzlawick, etc.).

The growth of research in the sphere of self-realization was largely promoted by the ideas of M. Weber's understanding sociology, humanistic psychology (E. Fromm, G.W. Allport, K. Goldstein, A. Angyal, A. Maslow, G. Murphy, C. Rogers etc.); the theory of autopoiesis (H.R. Maturana, F. Varela); eudaimonic approach (K. Ryff, E.L. Deci, R.M. Ryan etc.); narrative approach (M. White, D. Epston, D.P. McAdams, J.J. Bauer, J.L. Pals etc.); the ecological theory of human development of U. Bronfenbrenner; the field theory and concept of the life space by K. Lewin and others.

In each of these traditions and approaches, self-realization is viewed as the most important ontological condition and attribute of a fully functioning personality.

The process of self-realization underlies the development of viable youth. At the same time, this process requires a certain system of measures and actions from society to organize the appropriate conditions for the growth and development of the personality. At all times, this role was played by education. Today for students' youth higher education should become a school of productive self-realization, in which each student will be able to build his professional, social, cultural image, project his future.

### Conceptual background

The present research was carried out taking into account heuristic results in the field of psychology of health and psycholinguistic developments. Of great importance are the provisions committed within the framework of positive psychology and, in particular, the eudaimonic approach (Ryan & Deci, 2001). Unlike the hedonistic tradition, this approach proceeds from the general position that a person gains happiness not through pleasure, but through the realization of his potential in society. Among the approaches to the study of eudemonia, one can single out the theory of psychological well-being by K. Ryff (Ryff & Singer, 1998) and the theory of self-determination of E.L. Deci and R.M. Ryan (Ryan & Deci, 2000).

The efforts made in the field of positive psychology are aimed at identifying personal resources that allow people to lead a better life (Seligman & Csikszentmihalyi, 2000). The present research develops this line, showing that self-realization resulting from eudaimonic lifestyles can represent such a resource, especially with regard to psychological health.

From our point of view, it seems promising to study psychological well-being in terms of a narrative approach (White & Epston, 1990) that views this well-being through human identity as a socially constructed life story (McAdams, D. P., 2008; Bauer, J.J., McAdams, D. P. & Pals, J. L., 2006). The notion of positive identity as a narrative that unites biographical events of a person's life and vital goals and values



into a single whole allows overcoming the division into hedonistic (subjectivist) and eudemonic (objectivist) treatment of well-being. In addition, the methods of narrative analysis make it possible to investigate the emotional coloration of individual experiences from the point of view of thematic and structural characteristics of life stories that can be considered as indirect indicators of well-being and happiness.

### Research question and hypothesis

The subject matter of our study was the educational environment of higher school from the point of view of achieving psychological well-being of students.

The main research question was to determine the subjectively important conditions for self-realization of students as humanitarian criteria for ensuring their psychological well-being in the process of university training.

Our research is based on the hypothesis that the process of self-realization of students in the conditions of university education (apart from personal abilities and learning technologies) depends on the construction of a socio-cultural learning environment. In particular, from the recognition of the values of social support and participation in the development of the personality of students, which strengthen the atmosphere of psychological well-being. In addition, such an environment should help students plan their professional and life path and equip them with all the necessary technologies and resources for personal growth (Shutenko E. & Shutenko A., 2015).

### Methodology and method

#### Methodological approach

The possibility of developing this hypothesis is ensured by applying a *sociocultural approach* to studying the problem of students' self-realization in higher education, which implies the use of educational technologies as ways to identify and implement the essential forces of students who absorb certain historical forms of sociocultural relations (Shutenko et al., 2017). Presenting the synthesis of knowledge, abilities, skills, talents, etc. driven by interests, strivings, expectations and meanings, these essential forces are formed when an individual acquires the experience of culture through the mechanisms of desobjectivation and objectivation of this experience in social practice (Shutenko, 2015).

We carried out our research on the basis of the general provision that psychological well-being, appearing as a correlate of self-realization of the individual (Miquelon & Vallerand, 2006), is result of productive socialization (Young, 1952), which is started by the internal ontological aspiration for *self-actualization* (Maslow, 1987). Being the leading life motivator in the university years, the desire for self-actualization psychologically inspires and mobilizes the young person, activates his abilities and internal resources in order to express himself, to receive a valuable life experience, to prove himself in learning, science, society, business, culture and so on (Stipek, 1993). When we are dealing with the process and the phenomenon of self-realization of students in university education, it is necessary to clearly understand that this gives us the most reliable indicator of their successful personal and professional development, and at the same time acts as a humanitarian criterion for the productivity and effectiveness of the educational process in the university in general (Tomlinson, 1993). In planning our research, we proceeded from the fact that the process of students' self-realization is caused by such a construction of educational practice in the university that ensures the full socio-cultural development of students as capable and competent personalities (Gasset, 1999).

In the course of researching the psychological appearance of student youth in Russian universities we considered self-realization as the process of the of building up a unique experience of responsible and full life of *the personality* (Shutenko, 2015); and a process of self-development and realization of the personal

capacities and meaningful attitude towards the world and themselves at present and within life circumstances (Gewirth, 1998).

### **The goal and research stages**

In our opinion, a current task of studying the phenomenon of psychological health and well-being of young people is to connect the potentials of applying modern education approaches and technologies with the process of students' self-realization in university training. Therefore, the main goal of the research is to define the subjectively expressed indicators of students' self-realization, which reflect of various forms and modalities their psychological health and well-being.

To solve the set goal, we did a research work consisting of three stages.

*The first stage* was aimed to determining subjectively important conditions for self-realization of students in the domain of university life.

*The second stage* has involved the generalization of the obtained data about the signs and forms of manifestation of students' self-realization and defined trends of students' psychological well-being in the learning process.

*The third stage* was centered on the implementation of a special survey of students and reveals the degree of their self-realization, reflecting the level of their psychological well-being in training.

### **Participants of the research**

Through the tentative pilot questioning conducting, selective interviewing, carrying out focus groups the most important subjective-significant self-realization conditions of students in the modern university emerged.

The study was carried out in 2016-2017 academic year; at different stages it covered 502 students of higher educational institutions from four different Belgorod universities: a technological university, humanitarian and economic universities, and a higher school of the Ministry of Internal Affairs.

### **Method of thesaurus analysis**

In presented research work, a thesaurus analysis method has been applied. This method is aimed at revealing the sense constructs of students' self-realization and well-being in the learning process. Such method assumes more advanced semantic processing of the received answers, notions and estimations of students about the self-realization in training. The essence of the method is the semantic clustering of answers based on a more universal combination of related lexical and thematically expressive constructions.

In the course of the questioning and interviewing students' different opinions, estimations and answers to following questions were ascertained: «What does the self-realization in the studies and university life mean to you?», «Is it possible to achieve the self-realization in the course of the studying?», «On what does students' self-realization depend?», «What promotes and what prevents your self-realization at the university?», «What is the role of the university in students' self-realization achievement?», «What is required from yourselves for the self-realization at the university?» etc.

Received answers and opinions undergo the primary content-analysis. From the received units of an array of information with significant content were identified, then summarized, systematized and grouped into specific thematic communities consisting of similar in direction of thought, contextual and sense assessments, which are similar in their narrative and subject line. In this regard we aimed to omit inessential formal, logical, stylistic, discursive, lexical, grammatical and other differences and nuances. In the primary analysis, from the total array of students' answers, we identified nine semantic clumps reflecting different aspects in the topic of their self-realization in learning. Deeper semantic processing

and analysis of the thesaurus (Lukov Val. & Lukov Vl., 2004) categories of obtained content consisted in their clustering on the basis of a more universal combination of related lexical and thematically expressive constructions. This allowed expanding and combining different shades of students' answers into three common *semantic clusters*, which formed the basis for formulating, respectively, three subjectively significant conditions for student self-realization.

## Results and discussion

### Subjective thesauri and semantic indicators of students' self-realization

The first group of answers contains opinions, connotations, and judgments that reflect the respondents' direct attitude to learning activity, to the training process at the university, and the significance of this activity in their life were included. The answers of the students included in this group raised mainly the subjective significance of the learning process and the high motivation for learning in general.

Table 1 reflects the most common semantic indicators of students' statements that were included in the first thesaurus cluster of their perceptions of subjective conditions from the standpoint of readiness for self-realization in university education are outlined in percentage terms (at the rate of 100 % mentions per every indicator). The list of indicators is displayed in the order of the ranking: on the top lines are those that are more often found in students' answers, and the less common ones are located in the lower ranks.

**Table 1: The structure of thesaurus of the readiness to self-realization in education**

No	Semantic indicators	The frequency of usage (%)
1.	Interest in education presence	69
2.	Desire to study at the chosen university	65
3.	Satisfaction by education	64
4.	Personal significance and value of education	57
5.	Immersion into training and academic enthusiasm	54
6.	Desire to resemble teachers and to take a pattern by them	47
7.	Tendency to know and master the future profession deeper	42
8.	Continuous submergence into the education process	38
9.	Other things	33

The prevalence of the above semantic connotations pointed to the significance of the personal immersion and involvement of the student in the educational process. We have identified the received spectrum of opinions reflecting this circumstance of students' self-realization in terms of *personal participation* in the educational process.

The second group of opinions was formed by selecting the statements and judgments of students, which reflected the degree and expressiveness of their personal manifestation in the process of university training (orientations, individual properties, qualities, abilities, experience, talents, etc.). Table 2 lists relevant semantic indicators, showing the importance of disclosing and implementation of internal

resources of students as a trigger for their self-realization. These indicators were selected in a separate semantic cluster in the general array of student responses.

**Table 2: The structure of thesaurus of the self-realization measures and actions**

No	Semantic indicators	The frequency of usage (%)
1.	Students' inner potential activation, their abilities and talents development	73
2.	Intensive self-knowledge and perfection in the course of studying at the university	68
3.	Increase of the university training subjective-significant utility	63
4.	Approach to the goals, senses and dream achievement in the course of training	60
5.	Performing the duty of a social lift by the university	57
6.	Stimulation of successes in studying, strengths activation in the course of training	55
7.	Multi-faceted self-expression and self-manifestation in the university	52
8.	Support of students' efforts in training	47
9.	Other things	35

The general meaning of the connotations reflected in Table 3 represents the acmeological aspect of students' self-realization as a as an aspiration to opportunities for self-improvement, achieving high rates of personal and professional growth. Thus, the indicators contained in this semantic cluster showed the importance of the availability of conditions for *realizing the abilities* of students in university training. In the structure of the third group of opinions, we selected assessments and judgments, indicating the importance of permanent contacts and social integration in the process of university education. According to students, to realize themselves as a person is possible in an atmosphere of intense, trusting, friendly communication and shared experience.

**Table 3: The structure of thesaurus of self-realization activators**

No	Semantic indicators	The frequency of usage (%)
1.	Presence of the intensive transpersonal interaction in the university life	74
2.	Manifestation of mutual assistance and support in the student environment	70
3.	Presence of the social proximity and solidarity in the student environment	67

4.	Manifestation of concern and care from the university side	62
5.	University help in the students' problems resolving	59
6.	Presence of the confidence and respect atmosphere	56
7.	Intensity and strength of friendly connections	55
8.	Full-fledged functioning of student groups and communities in university	44
9.	Good provision of leisure and everyday life for students	42
10.	Other things	34

In the answers of students, it is noted the importance of the presence of a certain social atmosphere as a nutritious soil and environment for versatile self-knowledge and self-expression. The role of such an environment is played by the sphere of constant communication, collective life, social recognition and predisposition, cooperation and mutual assistance in the process of education.

Table 3 shows semantic indicators of students' answers, reflecting the importance of various forms of social support and assistance for full self-realization in the university level. These semantic indicators entered the third thesaurus cluster of student descriptions of the conditions for their self-realization at the university life.

In general, the subjectively significant concepts of student youth about self-realization, obtained by the method of thesaurus analysis, make it possible to single out the corresponding problems of university education. First, it is the discovery and development of internal universal abilities of students; it is the cultivation of meaningful activities of students, their purposeful and sensible actions in stimulating learning activity; thirdly, it is ensuring of this activity realization wide social context playing the role of the social filter and, at the same time, catalyst of this activity.

### **The narrative dominants of students' psychological well-being**

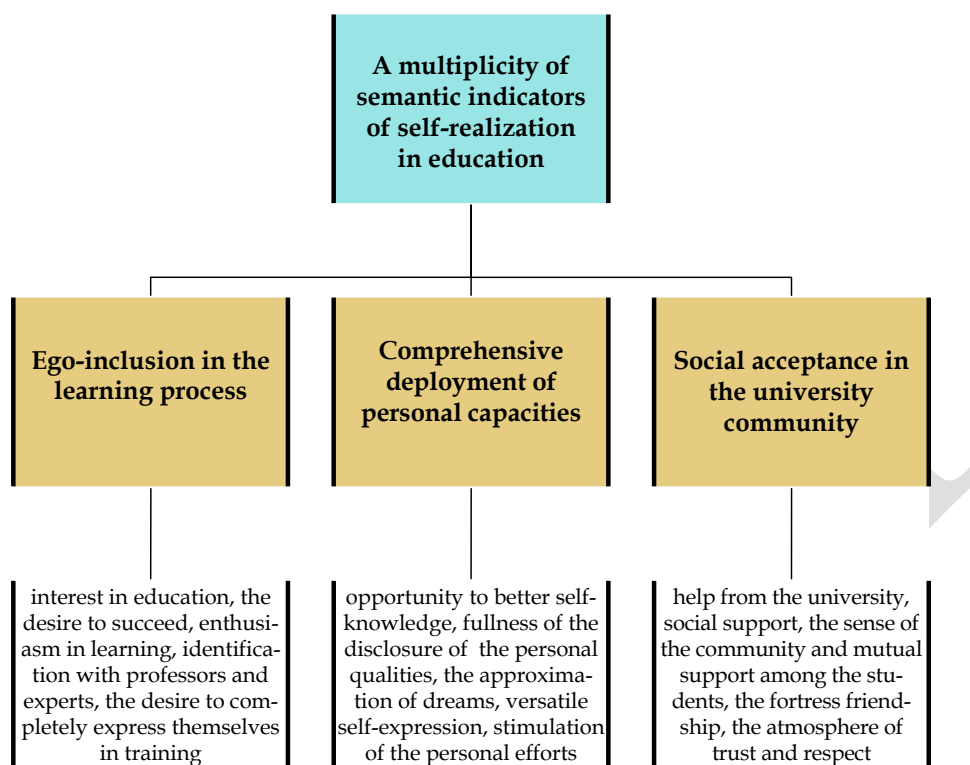
As a result of the *narrative monitoring* (McAdams, 2008) of the presented semantic clusters, we identified three leading *narrative dominants* of students' understanding of the conditions for their self-realization as markers of their psychological well-being in learning:

- ego-inclusion in the learning process;
- comprehensive deployment of personal capacities;
- social acceptance in the university community.

Figure 1 schematically reflects the content of the dominants of psychological well-being, which was obtained on the basis of the analysis of the students opinions who participated in research.

*The first dominant* – ego-inclusion in the process of university education – means attitudes toward learning and working at the university as a leading occupation in the current segment of life. This dominant implies the interest and satisfaction of students from the learning process at the university, points to the belief in the value of the chosen profession, to a strong desire to master the profession and achieve success in their work, as well as a high psychological involvement in education. The high personal immersion of students into the training process are also related to their desire to be similar to teachers and representatives of the chosen profession, with a aspiration to master the profession and to express and manifest themselves in educational, scientific and extracurricular sphere of activity (Shutenko, 2015).





**Figure 1.** The narrative dominants of students' self-realization and well-being in education

Judging by the narrative explications of students, the first dominant reflects the activity aspect of their self-realization, interest in learning, the level of immersion in the education in whole, and the level of the subjective value of the learning activity itself.

*The second dominant* – comprehensive deployment of personal capacities – means development of personal potential of students, their opportunities for self-expression and self-knowledge in the learning activities, the realization of the abilities and talents. For a full-fledged self-realization of students, first of all, it is necessary to widely disclose internal forces and resources, to understand themselves as successful and capable subjects, it is necessary the presence incentives to support their efforts in learning and research, their awareness of the obvious usefulness of education at the university and the possibility of better self-discovery and self-affirmation as productive people (Tomlinson, 1993).

This dominant point to the personal factor of students' self-realization and represents a central and key role in their professional, research and motivational development, as its content open up a plan of internal sources of self-development in the profession.

*The third dominant* of the students' self-realization – social acceptance in the university community – means the existence of care and attention to the student; availability of assistance from the university in the solving of not only educational, but also personal problems; a sense of community and acceptance in the corporate environment, the presence of an atmosphere of trust, mutual revenue and support, the existence of strong friendships, respect, etc.

The social aspect of students' self-realization is reflected in the content of this dominant. This aspect implies the importance of developing diverse social relations and interactions of students not only in the educational process, but also in the social, leisure and cultural spheres. To achieve self-realization,

students should be included in the maximum possible number of social ties and groups of different levels and interests (Conley, 2005).

In general, if universities accept the aforementioned dominants as conditions for building an educational process, this will significantly increase the motivational resource and attractiveness of educational activities among students, as well as improve their psychological well-being and health.

### Experimental implementation

#### Data on self-realization and psychological well-being of students

Based on these narrative dominants as subjective criteria of psychological health of students, we developed and tested a questionnaire on self-realization in course of higher education.

According to the results of surveys of students of humanitarian and technological universities, it was found that most students learn with obvious interest and evaluate the academic living as the main activity of the current period in their life. The students are convinced that they made the right choice in regards to their major subject, so they are not encumbered by the feeling of pointlessness to attending classes. The obtained data show that by the criterion of *ego-inclusion in the learning process*, the average and higher indicators than the average were established.

As for the criterion of *comprehensive deployment of personal capacities*, it turned out that a significant number of students consider themselves as advanced and capable; and they underline the benefits of academic life. At the same time, for many of them, personal talents and potential are not fully used in the process of their academic classes.

As shown by students' assessments of their *social acceptance in the university community*, most students feel the support from the university and the value of their personality in the learning practice. Nevertheless, they are forced to conclude that their activities related to social external life are not sufficiently intensive.

The generalized results of the survey made it possible to conclude that the process of university training provides sufficient opportunities and conditions for self-realization of the majority of interviewed students.

#### Gender differences

It should be noted that with regard to the gender principle, the students we interviewed were divided into almost two equal halves. 201 women and 199 men took part in the survey. The results showed that the process of self-realization of young men is less problematic. They experience less disappointment and disappointment in their studies. Research data on girls showed that they tend to have more emotional involvement in the learning process; they are more participated in class and university activities, while both sexes show similar positive indicators of social integration in the learning process.

#### 3.3.3. Professional differences

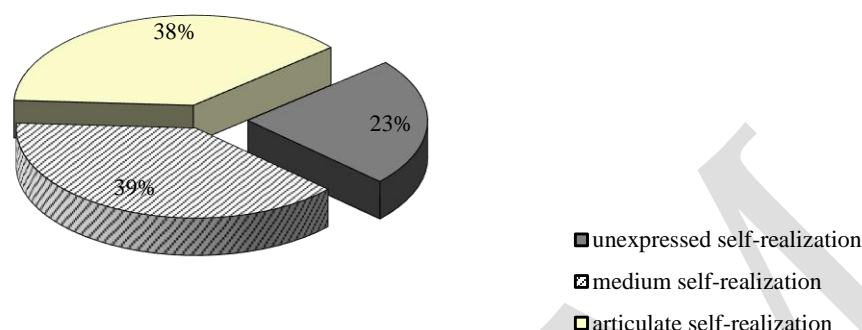
It was also found that students of the technological university are more responsible for their academic duties and extra-curricular tasks, which they consider to be elements of their professional growth. Meanwhile, students of the humanities are more actively involved in the learning process and are more enthusiastic in the university's activities.

#### Summary data

We clustered the data and, as a result, identified three groups of students with different levels of self-realization:

- 1<sup>st</sup> group: students with unexpressed self-realization (23%);
- 2<sup>nd</sup> group: students with medium self-realization (39%); and
- 3<sup>rd</sup> group: students with articulate self-realization (38%).

The chart of data placed in figure 2 visually reflects a ratio of the allocated categories of students.



**Figure 2.** Percentage distribution of students by level of self-realization (n = 400).

It should be emphasized that the first group was the most minor, which indicates that, on the whole, there is a positive tendency toward self-realization of students in the course of their academic studies. Based on a comparative analysis of answers, students of a higher level of self-realization tend to be more convinced that they have made the right choice of a university and can use their potential to give significant advantages. They study with obvious interest and consider the studies at the university as an independent and valuable activity, but not as a formal commitment or a place of meeting with friends. Students with higher self-realization are more actively involved in the learning process and view their studies as their most valuable activity that brings their dreams closer and acts as a source of inspiration and inner improvement. They recognize in their classes more opportunities for diverse and complete expression as a personality.

### Conclusions

Within the framework of the research carried out, we proceeded from the assumption that the process of education should provide human significant conditions for the development of the internal forces of students, their creative and intellectual resources. The results of our study convinced us that the students' self-realization process in the university education represents, on the one hand, as the main growth line of the future specialist personality, one's successful development and self-determination. On the other hand, it can serve as an internal indicator of the effectiveness of university education and, at the same time, a humanitarian criterion for the psychological well-being of students in the process of university training.

The presented research was carried out on the basis of thesaurus analysis method. The semantic indicators of self-realization obtained during the application of this method were grouped in three thesaurus modalities - in the cluster of readiness for self-realization, in the cluster of measures and actions for self-realization, and also in the cluster of activators of self-realization in university training.

The research results allow establishing that there are following subjective-significant conditions of students' self-realization and psychological well-being in the university education. Firstly, it is ego-inclusion in the learning process, which appears in students' interest to education presence, a desire to study at the chosen university, satisfaction by education, submergence into the education process, positive identification with professors and specialists in the chosen qualification, aspiration for complete

self-development in education. Secondly, this is a complete deployment of personal abilities, which implies the development of the students' personal potential, their better self-knowledge in education and in later life, the disclosure of their capacities and talents, the orientation to future success and professional growth, their multifaceted self-manifestation in education, the facilitation of their efforts in learning, and so on. Thirdly, it is a factor of social acceptance in the university community, which appears in an atmosphere of mutual encouragement and mutual help in the student environment, in the presence of friendly ties, in a sense of trust and respect, in strength friendly connections.

### Acknowledgements

The reported study was funded by RFBR according to the research project No 18-013-01151 "Self-realization of student youth as an indicator and a factor of psychological health in conditions of socio-cultural challenges for Russian society"

### References

1. Bauer, J.J., McAdams, D.P., & Pals, J.L. (2008). Narrative identity and eudaimonic well-being. *Journal of Happiness Studies*, 9, 81-104.
2. Bradburn, N. (1969). *The Structure of Psychological Well-Being*. Chicago, Aldine Pub. Co. 320 p.
3. Conley, D. (2005). *College knowledge, What it really takes for students to succeed and what we can do to get them ready*. Jossey-Bass, San Francisco, CA.
4. Featherstone, M. (2007). *Consumer Culture and Postmodernism*. 2nd. ed. London, Sage Publ.
5. Gasset, J. (1999). *Misión de la Universidad y otros ensayos sobre educación y pedagogía*. Madrid, Revista de Occidente.
6. Gewirth, A. (1998). *Self-fulfillment*. New Jersey, Princeton University Press.
7. Li, Y. (2017) Study on Psychological Health Problems and Countermeasures of University Student. *Creative Education*, 8, 1795-1802.
8. Lukov, Val. A., Lukov, Vl. A. (2004). Thesaurus Approach in the Humanities. *Knowledge. Understanding. Skill*, 1, 93-100.
9. Maslow, A. (1987). *Motivation and Personality*. N.Y, Addison-Wesley.
10. McAdams, D.P. (2008). Personal narratives and the life story. In O.P. John, R.W. Robins, & L.A. Pervin (Eds.), *Handbook of personality, Theory and research*. N.Y., Guilford Press, pp. 242-262.
11. Miquelon, P., Vallerand, R.J. (2006). Goal motives, well-being, and physical health, Happiness and self-realization as psychological resources under challenge. *Motivation and Emotion*, 30(4), 259-272.
12. Ryan, R. M., Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52, 141-166.
13. Ryan, R. M., Frederick, C. M. (1997). On energy, personality, and health, Subjective vitality as a dynamic reflection of well-being. *Journal of Personality*, 65, 529-565.
14. Ryan, R.M., Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychology*, 55, 68-78.
15. Ryff, C. D., Singer, B. (1998). The contours of positive human health. *Psychological Inquiry*, 9, 1-28.
16. Seligman, M., Csikszentmihalyi, M. (2000). Positive psychology, An introduction. *American Psychologist*, 55, 5-14.
17. Shutenko, E., Shutenko, A. (2015). Sociocultural Constructs of the Higher School's Innovative Potential. *Journal of Psychology and Behavioral Science*, 3(1): 44-49.
18. Shutenko, E.N. (2015). Motivational and Conceptual Aspects of Student Self-fulfillment in University Education. *Procedia – Social and Behavioral Sciences*, 214(5): 325-331.

19. Shutenko, E.N., Kanishcheva, M.A., Kovtun, J.J., Derevyanko J.P., & Shutenko, A.I. (2017). Provide students' self-fulfillment through the application of modern information technology in higher education. *Journal of Fundamental and Applied Sciences*, 9(15), 960-970.
20. Stipek, D. (Ed.). (1993). *Motivation to Learn: From Theory to Practice* (2d ed.). Needham Heights, MA: Allyn & Bacon.
21. Tomlinson, T. (Ed.). (1993). *Motivating Students to Learn: Overcoming Barriers to High Achievement*. Berkeley, CA.: McCutchan Pub. Corp.
22. White, M. & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: Norton.
23. Young, K. (1952). *Personality and Problems of Adjustment*. London: Routledge and Kegan Paul.



## The Use of National Language in International Standard Schools in Indonesia: A Phenomenological Approach

Yulianto<sup>1</sup>, Baby Poernomo<sup>2</sup>

<sup>1</sup> STIAM I Institute of Social Sciences and Management, Indonesia

<sup>2</sup> STIAM I Institute of Social Sciences and Management, Indonesia

<sup>2</sup> Corresponding Author

### Abstract

This research was conducted to answer two questions namely how Indonesian language is taught and used in international standard schools in Jakarta and how the policies on the use of Indonesian language is implemented in international schools. This study uses qualitative method with phenomenological approach. Primary data were obtained from direct data sources by interviewing informants consist of school principals, teachers, parents, students and official of the Ministry of Education and Culture. Secondary data obtained from the results of previous review or research review. Reduction is done by classifying interview data and observation to the themes according to research objectives. Then the data presented in accordance with the presentation of qualitative data through narration. The results of this study indicate that up to the present time the educational policies on the use of Indonesian language in international standard schools are not specific yet so that it implies on the inability of the learners who study in international standard schools to speak in their own national language and to know their own culture. The findings provide directions for future research on the issues of character building in the Indonesian context with different approaches to be adopted. They would also be able to guide the government and other interested stakeholders on evaluating and specifying the regulations to be more detail so that immediate improvement can be taken and the vision and mission of national education can be achieved.

**Keywords:** National language, International standard school, Educational policies

### Introduction

Since the period before independence, education in Indonesia has embraced what is called national curriculum. This curriculum develops in public schools ranging from primary, secondary, to high school. There was a negative issue that accused this curriculum of causing students as being shackled and only taught to absorb science-based subjects. This era of transboundary openness inevitably drives mankind to be more competitive in everything. Anyone who does not have special skills or specialties, surely he will be crushed in the tight competition of life. The challenge then triggered the parents to prepare their children from an early age with the best education. They do not hesitate to spend much money for the education of children in prestigious institutions. In line with that, the international standard schools are increasingly mushrooming in many cities of Indonesia. They determine high cost of tuition fee with the lure of more qualified skills and competitiveness. Therefore, the current international curriculum develops various global world standards in teaching and learning activities. The rapid development of the world requires a dynamic curriculum which can address the challenges of globalization. Finally an alternative education emerged that calls itself as an international school or national plus. These schools are now better known as collaborative education units (SPK) based on with the Decree of the Minister of Education and Culture No. 31 / 2014. They also have their own association under the Indonesian SPK schools. Currently, the number of SPK schools in Indonesia is around 400. The first language of the

teaching and learning activities in most international schools is English or Chinese. It depends on the foundation which established the schools.

Around 70% of learning participants of "international school" or SPK are Indonesian citizens, and the rest are foreigners. However, 70 percent of Indonesian children who study in the international schools were found to have difficulty in speaking Bahasa Indonesia. These become pros and cons in the community considering the language is closely related to the culture and identity of the nation. Most of the time, they speak Indonesian only in Indonesian language class, or when communicating with the driver and maid. Many international schools or the so called national plus schools in Jakarta even apply Indonesian as the third language used after English and Chinese with a composition of 40% English, 40% Chinese and only 20% Indonesian language. If this phenomenon is allowed, the younger generation will grow into citizens who do not recognize their own culture and language. The impact is that students have no psychological bond to the national language.

This research is aimed at answering the questions of how foreign languages are used as the language of instruction in international standard schools in Jakarta and what policies set by the government on the use of Indonesian language in international schools.

## Literature Review

### *Language and National Identity*

Most developing countries in South and Southeast Asia, especially in the post-independence period, were constantly confronted with the problems of ethnic and cultural diversity. The presence of competing ethnic and cultural groups in these countries generally means that the establishment of new nationhood requires the cultivation of a new national identity (Kuo 1985) and language plays an integral role in nation-building and identity formation in these multi-ethnic societies. Many studies of nationalism (Tarling 2004; Nair 2009; Lim, Gomes and Rahman 2009) and the emergence of nations have shown that a broadly shared language is the most significant and critical component in the successful building of a nation.

From the above explanation, it is known that language is a uniquely powerful instrument in unifying a population. However, some of the very features of language that give it this power under some circumstances, may, under other circumstances, become major sources of disintegration and internal conflict within a national system. While the development of a national language maybe highly conducive to the creation and strengthening of national identity, the deliberate use of the language for purposes of national identity may—at least in a multi-ethnic state –have more disruptive than unifying consequences (Kelman 1971, p. 21).

Anderson (1983), Gellner (1983), Greenfield (1992), Hobsbawm (1990) emphasize the importance of language in the process of nation building. The use of learners' own languages for literacy and learning across the curriculum provides a solid foundation for basic and continuing education and for transfer of skills and knowledge to additional languages. This has been established by large-scale research in North America (Cummins 2009; Thomas & Collier 1997, 2002). Language as a communicative system varying among different populations is commonly acknowledged to function as an important symbol of group identity, often stimulating a natural sense of solidarity among communities sharing a single variety of speech and is sometimes deliberately manipulated to create feelings of belonging to populations larger than the local or the regional, and the significant establishment of fully extensive national identities in independent states (Simpson, 2007, p. 2).

Smith (1991, p. 7) states that we cannot understand nations and nationalism simply as an ideology or form of politics, but must treat them as cultural phenomena as well. That is to say, nationalism, the ideology and movement must be closely related to national identity, a multidimensional concept, and

extended to include a specific language, sentiments and symbolism. Therefore in Europe, it was language that played a pivotal role in providing the state with the means of developing a national identity and “sociocultural authenticity.” Language was used to give a nation a distinct identity that separated it from other nations (Ager 2001, p.14).

Language plays both a unifying and a separatist role. In multi-lingual societies, policy planners seek a common or national language to unify the population, but unless care is taken, the choice may cause conflict. Kelman says that language is a uniquely powerful instrument in unifying a population. However, some of the very features of language that give it this power under some circumstances, may, under other circumstances, become major sources of disintegration and internal conflict within a national system. While the development of a national language may be highly conducive to the creation and strengthening of national identity, the deliberate use of the language for purposes of national identity may—at least in a multi-ethnic state—have more disruptive than unifying consequences (Kelman 1971, p. 21).

If there is any cultural dimension that can transcend the ethnic and religious differences, and establish the bonds across ethnic lines that will provide a means for a sense of national identity, it is that of language. This is because it is language that enables a person to be culturally ethnically rooted and yet reach out communicatively to a national level. It provides the bridge between the segmental attachment and the civil ties of the nation” (Das Gupta 1968, p.19). The survival of a nation and the success of its drive towards nation state status are predicated upon the existence of language that its people can speak, and more importantly read and write. While it is important to be able to communicate effectively within the modern nation state, even more crucial to the manifestation of identity is the demarcation and boundary function which language can play (Gellner, 1994, p.57-62). Particular languages are associated historically with particular cultures; the languages provide the key to the associated cultures, and especially to their literature; the languages themselves cannot be fully understood otherwise than in the context of the cultures in which they are inextricably embedded; subsequently, language and culture are studied together (Mahadi and Jafari, 2012).

#### *Educational Policies on National Language in Indonesia*

Ki Hajar Dewantoro, the founding father of National Education of Indonesia said that education means the effort to promote the growth of character and intellectual which are intertwined to advance the perfection of life and livelihood of our children as generation of a nation.

Education is a fundamental human phenomenon in human life to deliver human children to the world of civilization. It is also a human existential guidance and authentic guidance, so that children recognize their unique identity, able to survive possessing and continuing or developing the previous generation's social heritage, to be built through reason and experience (Kartono 1997: 12). Law No. 20/2003 on National Education System states that national education is an education based on Pancasila (The Five Principles) and the 1945 Constitution of the State of the Republic of Indonesia which is rooted in the values of religion, national culture of Indonesia and responsive to the demands of the changing times.

The positive cognitive effects of using a familiar language of instruction include the ready construction of schemata for learning and the availability of prior knowledge in learning new content (Bloch, 2014; Benson, 2000; Collier and Thomas, 2004). In contrast, using a medium of instruction not understood by the learner significantly impedes learning (Diarra, 2003; Harris, 2011; Motala, 2013; Trudell and Piper, 2014). Faingold (2004) states that with regard to national language policy, important sources of information are official policy documents, the national constitution, and laws related to linguistic and cultural groups within the country.

In the International Conference of MDG's on Language, Education, and the Millennium Development Goals held in Bangkok, Thailand (2010), the participants were worried about the use of English or another foreign language as the language of instruction in education as it can cause students' confusion and do not understand the problem which leads to misunderstanding. As many scholars have pointed out (Heugh 2011), simply using a foreign language as a medium of instruction does not guarantee effective learning of that language.

Bahasa Indonesia as the official language of the country is mentioned in the 1945 Constitution of article 36. Indonesian as the language of national unity is implied in the Youth Pledge of October 28, 1928. The third point states "We, Indonesian youths profess to speak one language, that is Indonesian". The government policies related to the use of language of instruction in schools have been set forth in some regulations, namely Law No. 20/2003 on National Education System. In Article 1 paragraph 1 of the Law, it states that "Education is a conscious and planned effort to create a learning atmosphere and process so that learners actively develop their potential to have spiritual power of religion, self-control, personality, intelligence, noble character, and also the skills needed by themselves, the people, the nation, and the country."

Article 2 emphasizes that "National Education based on Pancasila (The Five Principles) and the 1945 Constitution of the Republic of Indonesia". Article 3 states that "National Education functions to develop the ability and form the character and civilization of the nation that dignified in order to educate the life of the nation, aims to the development of the potential of learner to be a human being who believes in God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen."

Chapter 7 of the National Education System Act describes the language of instruction that should be used in schools. Article 33 point (1) states that Bahasa Indonesia as the national language is used as the language of instruction in national education. Point (2) explains that regional languages or dialect can be used as the medium of instruction in the early stages of education if necessary in the delivery of specific knowledge and / or skills. Point (3) states that foreign language may be used as a language of instruction in a particular educational unit to support the ability of foreign language learners, while Article 50 Paragraph 3 of Law No. 20/2003 states that "The Government and / or regional governments shall organize at least one educational unit at all levels of education to be developed into an international standard educational unit."

Meanwhile, the Law of the Republic of Indonesia Number 24/2009 states about flags, language, and state symbols, as well as national anthems. Article 25 (1) The Indonesian language which is declared as the official language of the state in Article 36 of the 1945 Constitution of the Unitary State of the Republic of Indonesia derives from the language pledged in the Youth Pledge dated 28 October 1928 as a united language developed in accordance with the dynamics of the nation's civilization. (2) The Indonesian language as referred to in paragraph (1) serves as national identity, national pride, unifying means of various ethnic groups, as well as a means of communication between regions and intercultural areas. (3) Bahasa Indonesia as the official language of the country referred to in paragraph (1) shall serve as the official language of the state, the introduction of education, the national level communication, the development of national culture, the transaction and the commercial documentation, and the means of development and utilization of science, technology, art, and mass media language.

Meanwhile, article 29 (1) states that Indonesian language must be used as a language of instruction in national education. (2) The language of instruction as referred to in paragraph (1) may use a foreign language for purposes that support the ability of foreign language of the learners. (3) The use of Indonesian as referred to in paragraph (1) shall not apply to any foreign educational unit or special educational unit that educates foreign nationals. So, it means that Bahasa Indonesia is not used as the



language of instruction in foreign educational unit which all of the learning participants are foreign nationals. However, SPK schools consist of not only foreign nationals, but also Indonesian nationals and even have reached 70% in number. Another article which protects the national language is stated in Article 41 (1) stating that the government shall develop, nurture and protect Indonesian language and literature in order to keep its position and function in the life of society, nation and state, in accordance with the times.

As of December 31, 2014, through the Decree of the Minister of Education and Culture, regulations, a new regulation was issued. It stated that schools labeled internationally should be transformed into a Collaborative Education Unit (SPK), so that international schools originally reserved for foreign nationals can now accept Indonesian nationals, with a set of rules and curriculum determined by the government. There is no 'national plus' term, because this term is given by the schools and the community itself. Since then, there is also a rule that SPK schools should provide religious subjects, Indonesian language, and civic education.

### Methodology

In this research, a phenomenology approach was adopted. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). With roots in philosophy, psychology and education, phenomenology attempts to extract the most pure, untainted data and in some interpretations of the approach, bracketing is used by the researcher to document personal experiences with the subject to help remove him or herself from the process. One method of bracketing is memoing (Maxwell, 2013). A phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon. Phenomenologists focus on describing what all participants have in common as they experience a phenomenon (e.g., grief is universally experienced). The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence (a "grasp of the very nature of the thing," (van Manen, 1990, p. 177). According to Jasper (1994:309), phenomenology considers that the "true meaning of phenomena be explored through the experience of them as described by the individual". Phenomenology is an inductive, descriptive research method. The task is to investigate and describe all phenomena including human experiences in the way these appear (Omery 1983:49). Phenomenology is a highly appropriate approach to researching human experience (Wimpenny & Gass 2000:1486) and it tries to uncover concealed meaning in the phenomenon embedded in the words of the narrative (Sorrell & Redmond, 1995 cited in Maggs-Rapport 2000:221). As a research method, phenomenology is a rigorous, critical, systematic investigation of phenomena (Streubert & Carpenter 1999:48). Those advantages make this approach suitable with my research.

The subjects in this study were chosen based on purposive sampling in which the technique of determining the informants is using certain criteria (Sugiyono, 2006), namely the informants who are part of the trial group studied. Data in this research consist of primary data and secondary data. The data were collected through the techniques of participant observation, in-depth interviews and documentation (Spradley, 1997, Salim, 2006; Kriyantono, 2008). Primary data were obtained from direct data sources by interviewing informants, consisting of 4 school principals to dig deeper their perspectives on the language policy set up by the government. Interviews were also conducted with 6 teachers to know more how the second language can be implemented as a medium of instruction. Ten (10) students aged 8 and 9 years old who study in Primary SPK schools were also interviewed to know their experience in implementing the second language as a medium of instruction in school. Six (6) parents consist of those whose children study in SPK schools' to get their perspectives on children's progress and achievement



and parents whose children studied in SPK schools before but then moved to the public schools. Interview was also conducted with an official of the Ministry of Education and Culture to dig deeper the policy set by the government on the use of foreign language as a medium of instruction.

Secondary data obtained from the results of previous review or research review. Participant observation was done by following the students' activities in class and outdoor activities. After the research data gathered, the authors performed the steps of reduction, display data, verification and conclusion (Sugiyono, 2006, Salim, 2006). Reduction is done by classifying interview data and observation to the themes according to research objectives. Then the data presented in accordance with the presentation of qualitative data through narration. After that, the data is then confirmed to see the validity before the conclusion is made. Researchers also used literature studies conducted by collecting materials from various books and related references. Library study is done by tracing data about the desired information through online media and through references to sources related to the research topic.

### Findings And Analysis

The observations were conducted on 4 SPK schools, consisting of 2 English-based schools and 2 Chinese-based schools. From the observations, it is found that students in international standard schools are required to use English or Chinese as a language to communicate with their teachers and friends at school. These children also use English and Chinese in communicating with their parents. They only use Indonesian language occasionally when communicating with the driver or their maid. The results of the observation also prove that Indonesian language is limitedly used in international standard school or SPK. Even the Indonesian language is placed in the lowest order with the composition of English 40%, Chinese 40% and Indonesian 20% even though the learners of Indonesian nationals have reached 70%.

Not surprisingly, when students were asked to sing the national anthem, many of them still do not know it since they do not sing the song continuously. They also never perform flag hoisting ceremonies except on Indonesian Independence Day, which is only once a year. Only one out of four schools observed conducts a rule that every Wednesday teachers should wear Indonesian traditional costumes and students are asked to wear batik uniforms. This school also gives the lessons of Indonesian traditional music arts such as angklung from West Java, gamelan orchestra from Central Java, and kolintang from North Sulawesi as well as teaching Indonesian local dances, with the objective that although students are fluent in foreign languages, they still do not lose their identity as Indonesian nation.

From the interviews with students attending SPK schools, it is found that the four students have the ability to speak English at the above average. Currently they are also able to communicate in Chinese. Even one of them was seen to find difficulties in answering the questions in Bahasa Indonesia, so the interview should be done entirely in English although their parents are Indonesian passport holders. While the interviews were conducted to parents, it was found that most parents' wish to send their children to SPK schools so that they will master English and Chinese as their parents. They also believed that by sending their children to the SPK schools, they have prepared them as early as possible to continue their study abroad.

The learning system in SPK schools is very different from the Indonesian schools in general. In SPK schools the number of students is limited to only 20 to 25 in a class so that parents feel their children will get sufficient attention from the teachers. It is totally different from the public schools in which one class consists of 40 learners. When asked whether parents are not worried that children will lose their identity if schooling in a school with more foreign languages than in Indonesian, the Chinese Indonesians say that they are worried if their children living in the millennium and digital era cannot keep up with the outside world. In other words, foreign language is an asset if they want to exist in the global era. However, the researcher also interviewed parents who transferred their children from an SPK school to a public school

with the reason that in the first two years, their children showed great advances in both language and academic terms, but over time their academic achievement fell sharply.

The parents were also getting worried because their children learned more foreign culture than Indonesian culture in SPK schools. Moreover, the development of the given character was too global and did not touch the values of Pancasila. Even at the beginning, SPK schools did not provide the subjects of religion, citizenship, and Indonesian language whereas language has a very big role in the process of nation building.

Interviews with school principals indicate that the teacher recruitment system at SPK schools focuses on foreign language skills, such as English and Chinese. Teachers are also required to provide materials with a student-centered approach that provides opportunities for students to explore and actively participate in the teaching and learning process. That means, the education curriculum in SPK schools is implemented in which the school adapts to the needs of each child. Unlike the national curriculum that uses a single reference to apply to all students or one size fits all. Each of the existing SPK schools in Indonesia uses different curricula, but in general they all have student-centered characters. The system of education in SPK schools is based on research that the skills needed by our children will not necessarily be the same as the skills needed by us today. Therefore, in SPK schools, children are more encouraged to innovate or create something, and no longer just follow what is there now. They are encouraged to keep thinking ahead.

From the interview with the teachers of SPK schools, it was found that the Indonesian language is only used at the time of Indonesian subjects. For daily communication, students are encouraged to use English and Chinese. This is also similar to that delivered by the principals who mentioned that SPK schools were established with the aim of having advantages over regular national schools. One of the advantages is in terms of foreign language skills. In its implementation, an SPK school does not use an absolute curriculum. However, the curriculum is more than one, tailored to each subject and grade by referring to overseas universities. The ultimate goal of the use of these standards is to facilitate students who want to study abroad. From here we can find the difference in academic goals. When asked if there was a regular monitoring conducted by the government to SPK schools, the principals said that at the beginning of the school's establishment it was regularly monitored at least once in 3 (three) months, but now the frequency is decreasing.

### Discussion

From the above data analysis, it is found that although the government has issued the Decree of the Minister of Education and Culture dated December 31, 2014 on the changing of status of schools labeled international into SPK, but the policies related to the use of foreign languages and Indonesian language in SPK schools still do not have standard as default. Some schools set their own language composition used as 40% English, 40% Chinese and only 20% Indonesian whereas Indonesian is a national language which is the identity of the nation as it is said by Ager (2001) that "It was language that played a pivotal role in providing the state with the means of developing a national identity and "sociocultural authenticity."

Language was used to give a nation a distinct identity that separated it from other nations. (Ager 2001, p.14), which of course has a very important role in the nation's development process as stated by (Tarling 2004; Nair 2009; Gomes and Rahman 2009) "and the emergency of nations have shown that a broadly shared language is the most significant and critical component in successful building of a nation. "In SPK schools English and Chinese serve as the language of instruction. This does not violate the existing regulations because it is in accordance with the Law of the Republic of Indonesia Number 24/2009, article (2) which states that the language of instruction as referred to in paragraph (1) may use a foreign language for purposes that support the ability of foreign language of the learning participants.

However, if Bahasa Indonesia as a national language is not given a balanced portion, it will lead to results that are not in accordance with the expected vision of education. Students who initially have good academic performance will gradually decline in academic achievement after learning so many foreign languages. This is in line with what was delivered by Heugh (2011) who states that simply using a foreign language as a medium of instruction does not guarantee effective learning of that language and using a medium of instruction not understood by the learner significantly impedes learning as stated by Diarra (2003), Harris (2011), Motala (2013), Trudell and Piper (2014).

The results of this study also give an idea that not all SPK schools provide the subjects of Religion and Civics Education. This is not in line with the Decree of the Minister of Education and Culture dated December 31, 2014 stating that all SPK schools should provide subjects of Religion, Indonesian Language, and Civics Education. This is inconsistent with Law No. 20/2003, Article 3 of the National Education System which states that "National Education functions to develop the ability and form the character and civilization of the nation with dignity in order to educate the life of the nation, aims to develop the potential of learners to become human beings who believe in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible." It happened because of the unclear regulation on how the application of Indonesian language should be implemented, such as the mechanism of the teaching and learning processes, the hours provided per week and on what occasions students should communicate in Indonesian language. The government should clearly manage it in order not to trigger different interpretation.

The percentage of Indonesian language and culture is very small. Most SPK schools tend to introduce more foreign cultures than Indonesian culture. This proves that language cannot be separated from the culture as expressed by Mahadi and Jafari (2012) that particular languages are associated historically with particular cultures; the languages provide the key to the associated cultures, and especially to their literature; the languages themselves are not embedded in the context of the cultures in which they are inextricably embedded; subsequently, language and culture are studied together.

### Conclusion And Recommendation

From the findings described above, it is seen that the policy of using the national language as the language of instruction at schools of SPK is not clear yet. On the Decree of the Minister of Education, it is only stated that all SPK schools should provide Bahasa Indonesia, Civics and Religion which aims to develop the ability and form the character and civilization of dignified nation in order to educate the nation, and aims to develop the potential of learners to become human beings who believe in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. However, it is not mentioned how many percent Indonesian language should be used and how the mechanism to conduct all these subjects should be implemented, so confusion still emerges from the schools due to the unclear regulations. Therefore, learners who are fluent in foreign languages but do not understand the national language and culture of their own are still found. The lack use of Indonesian language in SPK schools has the potential to cause loss of national identity and out of the spirit of the national education system based on Pancasila and the 1945 Constitution. However, this does not mean that SPK schools should be abolished. However such schools have shown a new breakthrough for education in Indonesia. For future research, the researchers recommends to dig deeper the issues on character building in SPK schools in the Indonesian context with different approaches to be adopted.

## REFERENCES

1. Ager, Dennis. (2001). Motivation in Language Planning and Policy, ed. Terence Langendoen (Friday, 6 July 2001). *Multilingual Matter Series* Vol 119. [http://www.linguistlist.org/issues/12/12-1754, html](http://www.linguistlist.org/issues/12/12-1754.html). Accessed 6 March 2018.
2. Anderson, B. (1983). *Imagined communities: Reflections on The Origin and. Spread of Nationalism*. London: Verso
3. Benson, C. (2000). The primary bilingual education experiment in Mozambique, 1993 to 1997. *International Journal of Bilingual Education and Bilingualism* 3, (3), 149-166. DOI: 10.1080/1367005000866770.
4. Bloch, C. (2014). Growing young readers and writers: underpinnings of the Nal'ibali National Reading-for- Enjoyment Campaign. In H. McIlwraith (Ed.) *The Cape Town Language and Development Conference: Looking beyond 2015*. London: British Council.
5. Collier, V.P., & Thomas, W.P. (2002). Reforming education policies for English learners means better schools for all. *The State Education Standard*, 3(1), 30-36. Alexandria, VA: National Association of State Boards of Education.
6. Collier, V., and Thomas, W. (2004). The Astounding Effectiveness of Dual Language Education for All. *NABE Journal of Research and Practice*, 2.1, 1-20. [http://hillcrest.wacoisd.org/UserFiles/Servers/Server\\_345/File/Publications/ELL/ Dual%20language%20survey.pdf](http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/ Dual%20language%20survey.pdf). Accessed 11 March, 2016.
7. Creswell, J.W. (2013). *Qualitative Inquiry & Research Design: Choosing Among the Five Approaches*. Thousand Oaks, CA: SAGE Publications, Inc. (pp. 77-83)
8. Thomas, W.P., & Collier, V.P. (1997). Two languages are better than one. *Educational Leadership*. 55(4), 23-26. PDF
9. Creswell, J. W. (2013). *Qualitative Inquiry & Research Design Choosing among Five Approaches* (3rd ed.). Thousand Oaks, CA SAGE.
10. Cummins, Jim. (2009). Bilingual and Immersion Programs. *The Handbook of Language Teaching*. pp.159-181. Researchgate DOI: 10.1002/9781444315783.ch.10
11. Das Gupta, T.K. (1968) **Influence of the pineal gland on the growth and spread of malignant tumors**. *Surg Forum*. 1968;19:83-84.
12. Decree of the Minister of Education and Culture, Republic of Indonesia, 31 December 2014.
13. Diarra, E. (2003). Choice and description of national languages with regard to their utility in literacy and education in Angola. In A. Ouane (Ed.), *Toward a Multilingual Culture of Education* (pp. 333-348). Hamburg: UIE.
14. Gellner, Ernest. (1994) . "On Nationalism, in *Nationalism*" eds. NY : Oxford University Press, 1994, 57-62)
15. Gellner, E. (1983). *Nations and Nationalism*. Oxford: Blackwell.
16. Greenfeld, Liah (1992). *Nationalism: Five Roads to Modernity*. (Cambridge: Harvard University Press.
17. Faingold, Eduardo .(2004). Language rights and language justice in constitutions of the world. *Language Problems & Language Planning* 28 (1): 11-24.
18. Harris, P. (2011). Language in Schools in Namibia: The Missing Link in Educational Achievement? Monograph 1. Windhoek: The Urban Trust of Namibia.
19. Heugh, Kathleen. (2011). Theory and practice – language education models in Africa: research, design, decision-making and outcomes. In Ouane, Adama & Glanz, Christine (eds) *Optimising Learning, Education and Publishing in Africa: The Language Factor. A Review and Analysis of Theory and Practice in Mother-Tongue and Bilingual Education in sub-Saharan Africa*, 105-156.



- Hamburg: UNESCO/Tunis Belvédère: ADEA. <http://unesdoc.unesco.org/images/0021/002126/212602e.pdf>
20. Hobsbawm, E.J. (1990). *Nation and Nationalism since 1780 : Programme, Myth, Reality*. Cambridge ; New York : Cambridge University Press.
  21. International Conference on MDG's. (2010). *Language, Education, and the Millenium Development Goals. Proceedings*. Bangkok, Thailand.
  22. Jasper M.A.(1994).Issues in phenomenology for researchers of nursingJ Advanced Nurs191994309314 Google Scholar, Crossref, Medline, ISI. P.309.
  23. Joseph. A., Maxwell. (2013). *Qualitative Research Design: An Interactive Approach*. George Mason University, VA. Volume: 41. Series. SAGE Publications, Inc.
  24. Kartono, Kartini. (1997). *Tinjauan Holistik mengenai tujuan pendidikan nasional*. Jakarta: Pradnya Paramita.p.12.
  25. Kelman, H.C. (1971).Language as an aid and barrier to involvement in the national system. In *Can Language Be Planned ? Sociolinguistic Theory and Practice for Developing Nations*, ed. J Rubin, BH Jernudd, pp. 21–51. Honolulu: Univ. Press Hawaii.
  26. Kriyantono, Rachmat. (2006). *Teknik Praktis Riset Komunikasi*. Jakarta : Kencana. Prenada Media Group.
  27. Kompas 11 November 2010 pp 12 “Bahasa Asing Jangan Jadi Bahasa Pengantar” dengan judul tambahan “Bahasa Ibu Tentukan Keberhasilan MDG’s”.
  28. Kuo, Chao Lee. (1985). 'Taipei Architecture after the Restoration of Taiwan ', in L.F. Wang, C.L. Lee and C.L. Kuo (eds) *Taipei Architecture*. Taipei: Taipei Architects Association.
  29. Lim, Teck Ghee, Gomes, Alberto and Rahman, Azly. ( 2009). *Multiethnic Malaysia : past, present and future. Petaling Jaya Malaysia : Strategic Info Research Development. ; Kuala Lumpur : MIDAS, UCSI University, c2009.*
  30. Maggs-Rapport. (2000). Combining methodological approaches in research: ethnography and interpretive phenomenology. *JAN, Leading Global Nursing Research*, volume 31 issue 1. January 2000, p. 221.
  31. Mahadi, Tengku and Jafari, Moghaddas. S .(2012). Language and Culture. *International Journal of Humanities and Social Science* Vol. 2 No. 17. September 2012.
  32. Maxwell, J.A. (2013). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: SAGE Publications, Inc. (pp. 135-136)
  33. Motala, S. (2013). South Africa: Making post-apartheid rights into realities. In Clive Harbor (ed.), *Education in Southern Africa*. London: Bloomsbury. Pp. 189-206.
  34. Nair, R.B. (2009). ‘The Search for a Universal Language of Governance’ in B. Arora, P.R. de Souza and A. Liberatore *Cultures of Governance and Conflict Resolution. European Union Publication: Brussels*, 60-68.
  35. Nata, Abudin. (2012).Implementasi pendidikan karakter bangsa di sekolah. *Conference Paper* · November 2012 DOI: 10.13140/RG.2.1.2496.9368. <https://www.researchgate.net/publication/299562436>
  36. Omerly, A.(1983). **Phenomenology: a method for nursing research**. *Advances in Nursing Science*. 1983;5:49–63
  37. Salim, Agus. ( 2006). *Teori dan Paradigma Penelitian Sosial*. Yogyakarta: Tiara. Wacana
  38. Simpson Andrew .(2007).(éd.) *Language and national identity in Asia*, 2007. pp 2.
  39. Smith, Anthony D. 1991. *National Identity*. London: Penguin.p.7.
  40. Spradley, James.S.(2007). *Metode Etnografi*. Yogyakarta: Tiara Wacana.



41. Streubert, H., & Carpenter, D. (1999). *Qualitative Research in Nursing Advancing the Humanistic Perspective* (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins. Pp 48.
42. Sugiyono. (2006). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
43. Thomas, W.P., & Collier, V.P. (1997). Two languages are better than one. *Educational Leadership*. 55(4), 23-26.
44. Trudell, B., and Piper, B. (2014). Whatever the law says: language policy implementation and early-grade literacy achievement in Kenya. *Current Issues in Language Planning* 15, (1), 4-21. doi: 10.1080/14664208.2013.856985.
45. Wimpenny & Gass.(2000). Interviewing in phenomenology and grounded theory: is there a difference? *JAN, Leading Global Nursing Research*, Volume 31, issue 6. June 2000 p.1486.
46. van Manen. (1990), *Researching lived experience: Human science for an action sensitive pedagogy*. New York: The State University of New York Press.p. 177.
47. Tarling. (2004). Southeast Asia Nationalism in Southeast Asia, By Nicholas Tarling, New York: Routledge, 2004. p. 273. Notes, Bibliography, Index. *Journal of Southeast Asian Studies* 38(03):585 - 587 ·October.
48. Undang-Undang Republik Indonesia Nomor 24/2009 tentang Bendera, Bahasa dan Lambang Negara.
49. Undang-Undang Dasar RI 1945 pasal 36 tentang Ketetapan Peraturan Bendera, Bahasa dan Lambang Negara.
50. Undang-Undang Nomor 20/2003 tentang Sistem Pendidikan Nasional.

## Teaching and Learning Business English: Challenges and Development Potential

Elena B. Grishaeva

Business English Department, Siberian Federal University, Krasnoyarsk, Russia

Corresponding author

ORCID ID: 0000-0001-9495-9631

### Abstract

A polyphonic context of the University education has received increasing attention in recent years. Putting emphasis on Business English (BE) as a core element of the teaching / learning process features its greater role for future professionals. Being a provider of the current trends under globalization, BE targets at changes of unique selling propositions of the former undergraduates and at the same time manifest their growing capacity for the current labour market. In this social and economic context the spread of English has been reinforced by increased mobility associated with the development of the international higher education area. Using empirical methods to examine a range of assorted research phenomena, longitudinal analysis, social network analysis, and content analysis made possible to identify major working means in excelling the quality of the acquired skills and competences in BE. The results show that reflective writing can help develop analytical and critical thinking skills as well as personal and professional growth. Language skills are indispensable tools for completing common civic engagement tasks. Teachers embrace their multiple roles during the process of facilitating the socially situated practices of foreign language digital literacy. In addition, the selection of a methodology appropriate to the attainment of communicative competence requires an understanding of socio-cultural differences in styles of learning.

**Keywords:** Business English, university students, teacher professional development, digital literacy, communicative competence.

### Introduction

Teaching and learning Business English turned to be a true challenge. Endless educational reforms in the Russian Federation suggest new ways of teacher professional development. Accordingly, responsibility of the high school educators and teachers of professionally centred English is to try to provide a transformative educational experience that prepares students for an uncertain future. Therefore, the objective of the paper is to take into account the reality and to reconsider graduates' expectations. It is critical nowadays for all stakeholders to comprehend that those young people who enter business schools and economic departments today will graduate in a world in which jobs will be subject to more change and uncertainty than ever before. Under the above mentioned attributes, we must help our students to understand and seize the opportunities that the future will present.

In the middle of 1990s, discussions on the English language and its functions in the sphere of higher education in the Russian Federation have been introduced into academic and ordinary usage. Considering a language and social structures as dynamic phenomena, and recognizing English being able to accommodate University graduates towards changing political, economic and social conditions, the teachers of English have always been fostering their potential development and societal needs via contributing into development of linguistic landscape at the university and business level.

However, empirical experience of many colleagues and former university students evidences ineffective manipulation with curricula and language programmes (Grishaeva, 2015). In pursuit of a distinctive style

and approach to how we educate our students, we need to think over whether the efforts match expectations of the majority of language users. University students consider their Business language awareness and Business English capacity, competences and skills as a powerful prerequisite for being ticked by their potential employers and a professional panel of experts searching for bright graduates. It goes without saying that English as a world language and an internationalised means of communication under globalization is on the educational agenda that develops a critical mindset by encouraging students to challenge their status quo and determine whether there are alternative and superior approaches to “business as usual”.

Having got aware of the core principles of professionally oriented education, university teachers must design Business English programmes in a way that they could unleash each participant’s sense of curiosity, develop their ability to deal creatively and collaboratively with real-world pressures and challenges. In the routine sense of the word, we, teachers of Business English, need to put emphasis on active engagement of our students to learning by doing, being involved and committed into peer learning process, say, to get them ready to practice a so-called “inclusive leadership”.

It is suffice a quick glance at these schematic guidelines to understand that methodology of teaching English needs at this particular time frame to comply with a set of multi-disciplinary approaches which should be taken into consideration while forsighting language functions at classes, and what is more – the on-going effects of the Business English learning. This is a tough task for all the stakeholders of a teaching-learning paradigm.

As far as it is required to study multifaceted aspects of a teaching-learning paradigm in a multi-disciplinary field of research, a global theme “Language and Society” is turning to be critical and important. Due to in the modern social, political and economic context, teaching and learning practices currently encounter new interpretations. Thus, educators are on a constant quest what characteristics would a globally competent student possess? What does this student know upon graduation day that a student without this sort of education does not? Potential answers might include the following: “a globally competent university graduate has a diverse and knowledgeable worldview; s/he comprehends international dimensions of his/her major field of study; communicates effectively in English for specific purposes and/or cross-culturally; exhibits cross-cultural sensitivity and adaptability; carries global competencies throughout life” (Russo; Osborne, 2017).

There is a room for one more remark: as language learning should take place in a multidisciplinary way, bypassing the barriers of traditional academic areas, teachers might challenge a choice of optimal and pragmatically induced way to practice Business English. One of the first decisions teachers also need to make is whether or not they prefer the traditional, one-on-one, real-time TPD (teacher professional development), in a classroom with students, or if they consider they can thrive professionally to the even more extent in a virtual environment. A.J. Wurr (2018) argues that one of the most effective approaches seems to mix both, “in a so-called “blended” arrangement, combining online, real-time, face-to-face interaction with off-line, asynchronous teaching and learning, which is often carried out via electronic platforms, in which course readings can be posted, questions posed, and written responses to the readings shared”.

In the course of Business English, the students of the Institute of Economics, Management and Environmental Studies of Siberian Federal University (Krasnoyarsk, Russia) are taught to consider social responsibility in their professional practice once they graduate the University and are employed by the company or organisation. In this connection, one of the thoughtfully formulated didactic approaches is connected with writing engagement. It is based on consensus, which is “emerging among scholars and practitioners on a recent definition of service-learning as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach

civic responsibility, and strengthen communities" (Wurr, 2018, p.1). Many scholars insightfully observe that service-centred learning programmes are distinguished from other forms of experiential education by the emphasis put on reciprocity. The programmes in question primarily serve as greater opportunities for preliminary professional training and further career development for university students. Generalizing the point and supporting the Wurr's standpoint, we are holding the view that service-learning aims at balancing community needs with student learning by fostering reciprocal and sustainable relationships between universities and communities.

Coming back to teaching students writing skills, it should be necessary to highlight that teachers need to have a detailed information not only about the writing product (texts, a popular topic in writing research, business letters), but also about the writing processes of how students compose and edit texts. Due to the paucity of information on essay / letter compositing / replies to the public and editing behaviours, there is a growing recognition of the importance of combining process and product data to understand and predict writing competence (Englund-Dimitrova, 2005).

### Literature review

A constantly growing number of research evidences the crucial role that teacher professional development must play in systemic reform efforts. Thomas Deans (1999) described different kinds of writing that can accompany various service projects. A.J. Wurr (2018) recently claimed that writing remains one of the most practical and useful models in this field today. In his opinion, such academic texts as reports and reflective essays produced by students are still viewed as the best teacher. Moreover, expanding on the idea of questioning the roles and responsibilities of business, and exploring the ways that business can be a major part of the solution to public problems such as sustainability, climate change and poverty, writing different texts for community partners and local organizations intends to promote social changes in this respect. Finally, in a strict accordance with Lev Vygotsky's theories of social interactionism in the process, students may involve into collaborative writing or different disciplinary projects implemented with community partners. As Byrnes (2011) stated on the shift towards community-based pedagogies in L2 teaching and learning, "The point is this: Language learning is no longer to be primarily of and in the classroom alone but of, with, and for 'the community'" (p. 291).

The scale, scope and complexity of rapid technological transformation of day-to-day life has necessitated a rethinking of literacy pedagogy. Scholars are notoriously questioning themselves what it means to be literate in the 21<sup>st</sup> century. The answer is: to be literate today is being reshaped to include not only traditional literacies, that is, reading and writing in print-based environments, but also the knowledge, skills, and strategies needed for comprehending and communicating via new technologies.

Two decades ago a range of research (Loucks-Horsley, Stiles, & Hewson, 1996; Liebermann & McLaughlin, 1995; Little, 1993) has suggested that new models are needed to provide teachers with greater opportunity to access and discuss exemplary reform-based materials, co-construct and publish resources that reflect new teaching practices, and jointly create locally relevant solutions. Moreover, researchers anticipated that virtual professional communities for TPD and socialization could help teachers learn new skills and adopt new approaches that will facilitate their transition to reform-based practices. As M. Schlager (1997) states, the "goal of the Teacher Professional Development Institute (TAPPED IN) project is to help the education practitioner community understand the affordances of emerging Internet technologies and rethink their current TPD approaches to include innovative on-line community services and activities" (p.231). Accordingly, the term "multiliteracies" was coined by a team of literacy researchers in the New London Group (1996), referring to the literacies required of students amid the ever-changing landscape of emerging technologies.

Hence digital technology, artificial intelligence, and robotics came into play not so long ago, we can witness that we are entering a new era – sometimes dubbed the fourth industrial revolution, or Industry 4.0. In addition to emphasizing a broader concept of literacy, multiliteracy addresses the importance of cultural and linguistic diversity and multimodal representations. Similarly, as R.W. Black repeats after scholars of new literacy studies, that “from a socio-cultural perspective, reading and writing is comprised of plural literacies shaped by varying social contexts and cultural identities” (Black, 2008).

There is another aspect to be considered. Prior computer-assisted language learning studies have suggested that instructional affordances of social media can facilitate students’ exchange of ideas and sharing of knowledge, develop their academic identities as authentic writers, strengthen their awareness of audience and authorship, enhance their confidence in and motivation for writing, and ultimately promote their writing skills and language development (Ware, Kern, & Warschauer, 2016). Writing via social media is definitely beneficial for Business English learners because these tools can provide students with communicative opportunities to practice their English writing in authentic and motivating ways; to bridge their spoken English with a more academic form of written English. They can freely and critically voice their thoughts and reflect on the readings, and interact with peers in expressing disagreement with their arguments, demonstrating an impressive degree of reflection and thinking in a writing form.

Nowadays, along with the complex and integral skills in both written and oral communication and of the need for learners to have the experience of communication, to participate in the interpretation, expression, and negotiation of meaning, more comprehensive theories of language and language behavior appeared to replace those that had looked to the structuralism of the 1960-s and behaviorist psychology for support.

For Business language teachers a number of challenges occurred. Among them, for instance, there is a set of issues to be taken into consideration: how should form and function be integrated in an instructional sequence? What is an appropriate norm for learners? How is language proficiency to be measured?

Equally important, it requires a new focus on the University lecturers’ professional and communicative competences to ensure that they are standards based, data driven, and inclusive. Most importantly, their aims and objectives should be implemented and produce results in the form of tangible learning gains. Likewise, the stakes are much higher for today’s teachers and students. In this context, the power of good teaching matters more than ever. Lee Iacocca, former president and CEO of Chrysler Corporation used to argue that “In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less.”

In other words, teacher quality is the most important factor related to a student’s academic achievement. Today, teachers of professionally-oriented foreign languages are expected to provide their students with better instruction that meets an increasingly high bar for student performance. As a result, teachers’ roles and responsibilities have expanded greatly without a corresponding change in their education, training, support, or pay.

Another recent major change to teachers’ jobs involves the adoption of new, more rigorous standards resulting in a significant amount of work. They need to develop new curricula aligned to the standards. In many cases, this means that teachers must familiarize themselves with these new materials; in other cases, it means teachers are responsible for developing new curricula on their own.

New standards and policies have also been accompanied by evolving research about effective practice. For example, the push to ensure that all students meet high standards has driven a focus on new methods for differentiating instruction – identifying students’ varied needs, learning abilities, and interests and using the information to plan lessons adapted to suit this variety. Differentiation is now widely expected of teachers, as demonstrated by its inclusion in many of the frameworks that University authorities use the core prerequisite for the teachers’ qualification evaluation.



We have to confess that together with economic, policy, and pedagogy changes teaching turned to be an increasingly complex work. While many teachers are making incredible efforts to adapt to this new landscape, they cannot be expected to do it alone. The systems designed to select, educate, train, and support teachers must also change in order to support their efforts to keep pace with new, higher expectations for their work.

In our understanding, one of the brand logos of the teachers' training universities should be "Aiming high in admissions". The proposal is: to elevate the profession's status by carefully selecting potential teachers.

When it comes to selectivity, test scores and grades are not everything as many scholars argue. There are other skills and traits associated with teacher effectiveness. One of the most researched is grit, defined as "perseverance and passion for long-term goals." Studies showed that teachers with high levels of grit were more effective in the classroom and more likely to remain in the profession long term.

Other traits that are associated with increased teacher effectiveness are optimism, self-efficacy, and leadership orientation.

In the new social and economic context, one of the main challenges is the level of English language proficiency held by teaching staff and students. The findings of Costa and Coleman (2013) indicate that the faculties where English as a medium of instruction is most widespread are Economics and Engineering and that experience of teaching through the medium of English is positive.

In this connection, we would like to share the recent experience of the colleagues of ours working for Siberian Federal University (SibFU) in the city of Krasnoyarsk, Russia. We currently must prove abilities not only in traditional academic skills and achievements as well as demonstrate other traits closely associated with skilled teaching. For instance, to move forward with delivering lectures and tutorials, we are putting efforts into fostering extra skills in blended teaching. We are passing training for developing courses on the LMS Moodle and Mind platforms; then we must pass a difficult assessment before we are able to start teaching via distant educational platforms. At the end of this good practice experience, another rigorous assessment measures our applied skills through classroom observations and all the necessary papers examination and expertise.

The percentage for doctoral dissertations at SibFU written in English started growing.

Cultural competency is another critical skill that teachers need in order to work effectively with students. Many teachers are developing course books on cross-cultural issues in the Business context. They teach students from socio-economic, racial, and cultural backgrounds. Berns (1990), a sociolinguist, who has focused on norms in the teaching of English as an international language, stressed that the definition of a communicative competence appropriate for learners requires an understanding of the sociocultural contexts of language use. At the same time, University lecturers are elaborating instructional materials, pedagogical techniques, classroom management strategies, and effective and informative assessment designs.

### Research Questions

Due to a steadily changing educational landscape, the role of English as one of the major subjects in the university curricula and Business English as a spreading medium of instruction for the students of the departments of economics and international management is boosting. However, there are still remarkable reasons to justify English / Business English and its impact for mobile and dynamic university graduates, capable to join global corporations and modern business enterprises and contribute professionally at their best level.

A quick summary of the materials in question lists the following main reasons to do this. First of all, there is a need to foster the international profile of the educational institution which assume abolition of

language obstacles, on the one hand, for the enrolment of foreign students and, on the other hand, to provide Russian students with challenging opportunities to join foreign universities and companies. The latter circumstance requires improvement in the global and cross-cultural competences of domestic students. The last but not least precondition for implementing this task into life is arranging recruitment contracts for visiting professors and other academic staff for lecturing at Russian universities. They will contribute greatly to adjust both English language proficiency and cross-cultural awareness of Russian students to the internationalised context.

Considering the above mentioned factors and the fact that a multilingual context where exposure to English is limited to the professionally-induced activities, this paper aims at exploring the challenges, attitudes and anxieties of Russian business students and their teachers towards Business English as a provider of further growth and development of recent University graduates.

### Method

The literature on service-learning in TESOL has not only increased our collective understanding of engaged teaching and learning in diverse settings, but also demonstrated increased theoretical maturity by systematically applying empirical methods to examine a range of assorted research phenomena. Collectively, the research indicates that service-learning gives Business English Language Learners insight on the target Business culture, provides authentic speaking and listening situations, enhances literacy skills, and has a positive effect on retention.

Employing a combination of qualitative and quantitative research methodologies such as longitudinal analysis, social network analysis, and content analysis, Zheng's study suggested that students increased their participation in the online writing activities over time, with the most significant growth in participation occurring among English language learners. Students' participation in the online discussion also positively affected their writing test score, increased their language complexity, and generated deeper thinking and higher-level cognitive skills when writing about what they had read. Furthermore, student interactions with teachers and peers became more dynamic and intensive through the blogging activity. This learning community was no longer dominated by the instructor, but over time came to involve students as co-constructors of knowledge. This Social Media in the Writing Classroom and Beyond aligns with other new literacy research, which suggests that in interactive learning communities, all participants assume the role of both teacher and learner and, as a result, authority should not be seen as unidirectional (Black, 2008).

Although teacher responsibilities and roles may change as learner autonomy increases, combining teachers' direct instruction with an appropriate level of facilitation is necessary throughout the learning process. For example, Tomberg, Laanpere, Ley, & Normak's (2013) study of teacher control in a blog-based learning environment suggests that even in collaborative learning methods based on constructivist approaches, it is still essential for the teacher to retain control over learning activities to ensure that students benefit from self-directed learning. Instead of being a passive guide-on-the-side, teachers should embrace their multiple roles as co-inquirers, researchers, and instructors during the process of facilitating the socially situated practices of foreign language digital literacy.

In addition, the selection of a methodology appropriate to the attainment of communicative competence requires an understanding of sociocultural differences in styles of learning. Curricular innovation is best advanced by the development of local materials that, in turn, rests on the involvement of classroom teachers, as it was mentioned above.

The highly contextualized nature of communicative language teaching (CLT) is under scored repeatedly. It would be inappropriate to speak of CLT as a teaching method in any sense of that term as it was used in the 20-th century. Rather, CLT is an approach that understands language to be inseparable from

individual identity and social behavior. Not only does language define a community but a community, in turn, defines the forms and uses of language. The norms and goals appropriate for learners in a given setting, and the means of attaining these goals, are the concern of those directly involved. Related both to the understanding of language as culture in motion and to the multilingual reality in which most of the world population finds itself is the futility of any definition of a "native speaker," a term that came to prominence in descriptive structural linguistics and was adopted by teaching methodologists to define an ideal for learners.

English entered the Russian educational field later than French or German. English is central nowadays in the curricula not only at the University level, but at the secondary school as well. Taking into consideration methodology of language teaching in the Russian Federation in a historical perspective, one should argue that there is no any other alternative to the so-called communicative approach neither in terms of emotional nor impressionistic perception. Speaking didactically, for more than 25 years a communicative approach had a purpose – to develop a communicative competence, i.e. ability to use language in the situation-induced context (Hymes, 1972; Klimova, 2014). Situation is a means of discourse stimulation, which improves discursive skill. In other words, this statement means attaining knowledge-based competence in languages – phonetical, grammatical, semantic, stylistic and syntactical. There is one more basic principle, which is connected with novelty that helps develop ability to paraphrase, to build a mechanism for linguistic combinations, to initiate utterances, to use a particular tempo of discourse, and especially – a speaker's strategy and tactic (Lemaikina & Puzakov, 2004, p. 81).

However, one can face a multitude of views in current specialized literature which evidence a post-communicative approach to English language teaching (Klimova, 2014, p. 85). Scholars claim that communicative approach should not be overestimated in terms of its importance and results. In other words, it needs reconsideration. Linguists and teachers think currently about attaining a balance between conscious learning and teaching besides its unconscious acquisition. They claim that attention should be paid to accuracy, not only to speech fluency. They also emphasize the role of teacher in this educational process. They support the integration of all four-language skills, not only speaking. They stress knowledge of a foreign language, not only its communicative competence. What is more important, they understand language as an expression of social identity of a person, not only as a means of communication (Ibid.: 86).

Historiography of the communicative competence defined the following competences: linguistic, pragmatic, intercultural, strategic and discourse (Klimova, 2014, p. 86-87).

The linguistic competence involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic competence. It is important to stress that the linguistic competence plays a crucial role in communicative competence because it is impossible to conceive of a person being communicatively competent without being linguistically competent. If teachers start with communicative competence too early, without considering language accuracy, students can permanently fix serious language errors.

The pragmatic competence comprises two abilities: illocutionary competence (knowing how to use language when achieving certain goals in communication) and sociolinguistic competence (knowing what language to use in different setting or with different people).

The intercultural competence involves knowledge of intercultural conditions of language use such as courtesies and other rules.

The strategic competence is defined as the ability to cope in an authentic communicative situation, i.e. to be able to express oneself although there is a lack of the resources to do so successfully.

The discourse competence is the centre of all competences. Moreover, the other competences are carried out in it with the help of four language skills.

The language skills are both the aim (they are used in everyday communicative situations) and the means for the implementation of the communicative goal (they are used in the activities aimed at the acquisition of language means: vocabulary, grammar, pronunciation etc).

Language skills are traditionally divided into receptive (listening and reading) and productive (speaking and writing). According to the format of the communicative process, they are spoken and written. The aim of ELT is to use these skills in their integration. Research studies show that the productive language skills are developed least in ELT. The reasons for a lack of the development of the productive language skills are as follows:

- Teachers do not use the target language fully.
- Teachers do not integrate all four-language skills.
- Teachers pay little attention to the development of language functions.
- Teachers do not develop student's learning strategies.
- Students' negative approach to the target language; low motivation (Klimova, 2014, p. 88).

As we all understand, there is only one prerequisite leading to a complete change of increasing productive skills. As far as the methods are concerned, the most common is a method of practical activities: a method of drawing and conversation, a method of singing and reciting. There are many professionals advocating this method to be used in the kindergartens and pre-school classes. However, I personally do not believe in this method. Language should be a terrain for senses and meanings. Although controlled speaking, guided speaking and free speaking are systematically taught at school, students' proficiency level is far from desired.

What we do at the university level, we use the so-called method of task-based learning (TBLL), a stronger version of the communicative approach, which is supposed to enable students to solve real-world issues. There is a set of stages: pre-task activity, task, planning, report, analysis, and practice (Richards & Rodgers, 1986/2001). Practitioners, on the one hand, assess this method as having indisputable advantages (students can cooperate in groups, develop cooperative learning; prepare joint presentations, develop metacognitive skills such as the skills of critical thinking and reflection).

On the other hand, TBLL lacks in sensitivity to the social and cultural dimensions of language learning (Ortega, 2007; Klimova, 2014, p. 89). Furthermore, the naturalistic bias of TBLL has been deemed efficient for teaching basic grammar and vocabulary for the beginning level (Swan, 2005).

In addition, the teaching by CLIL (Content and Language Integrated Learning) can also be a solution at the university level.

### Results and Discussion

Reflection is a structured opportunity for students to examine their experiences, observations, and thoughts critically, and to make connections to the course learning objectives. Reflective writing can help develop analytical and critical thinking skills as well as personal and professional growth. Effective reflection prompts clearly connect the service to course content; offer clear expectations and evaluation criteria; include feedback from both instructors and community partners; and include opportunity for students to analyze presumptions and theoretical concepts critically. There are many different models of reflection. The goal of each is to offer a guide for students to analyze and evaluate their service experience.

For example, the ABC model of reflection developed by M. Welch (1999) focuses on affective, behavioral, and cognitive learning domains. Community service and volunteerism may be new concepts for many ELLs. To help students learn these skills, we need to build their schema on service. When we learn service, we view service as a "living text," encouraging a Writing for Engagement student-centered,



ethnographic approach to research and writing, and the community as a source of knowledge and a place for learning much like a printed book or the library.

Another aspect of matching task complexity with learner proficiencies and abilities focuses on the language skills needed to complete common civic engagement tasks. For example, monitoring public events and issues requires students to understand distinctions between three sectors of society: public, nonprofit, and private; understand context for events and issues (e.g., what happened and why); and have the capacity to acquire and thoughtfully review the news by reading the local newspaper. Interacting with other citizens to promote personal and common interests requires the ability to understand social and political norms; articulate individual perspectives and interests; work with others to define common objectives; and create and follow a work plan to accomplish a goal.

Given the growing role of emerging technologies in education, it is essential for educators to understand how to effectively integrate a variety of social media into language classroom instruction. One of the most widely discussed affordances of the use of social media in writing instruction is the apprenticeship of students into collaborative research and writing discourse communities, which are typical in most professional and academic settings. Wikis, blogs, and cloud-based writing platforms, such as Google Docs, are examples of collaborative writing tools that allow multiple authors to create summaries, brainstorm, and build annotated bibliographies for academic research projects. Considering the increasing preference for utilizing social media to develop collaborative knowledge, conducting group research projects in English for specific purposes (ESP) settings is particularly beneficial. Such projects may help foster students' subject-specific knowledge, as well as broaden their information literacy skills.

In order to facilitate meaningful collaboration, teachers need to carefully design learning tasks that induce diverse phases (e.g., initiation, exploration, negotiation, co-construction stages) and forms (e.g., joint writing or parallel writing) of collaboration, in which authors share varying responsibilities and make contributions together. Furthermore, meaningful collaboration is also dependent on the clarity of a project's goals and guidelines for collaboration, and the sufficiency of training in peer review strategies. As cautioned by previous studies, the potential benefits of collaborative writing through receiving feedback and revisions may be futile for students engaged in the collaborative review process "without the necessary cognitive, metacognitive, and social understanding to make appropriate changes" to their writing in response to feedback (Myhill & Jones, 2007, p. 325).

As social media facilitates interaction among global interlocutors, teachers should provide students with the social and intercultural knowledge necessary to respond appropriately to the differing values, discourses, and practices utilized in diverse linguistic and cultural communities, where multinational participants frequently interact, and lead group discussions or assign research projects about the specific challenges and strategies for effective understanding and communication.

CLT is not concerned exclusively with face-to-face oral communication. Communicative principles apply equally to reading and writing activities that involve readers and writers in the interpretation, expression, and negotiation of meaning; the goals of learning depend on learner needs in a given context. CLT does not require small group or pair work. Group tasks have been found helpful in many contexts as a way of providing increased opportunity and motivation for communication, but classroom group or pair work should not be considered an essential feature and may well be inappropriate in some contexts. Finally, teaching for communication does not exclude a focus on metalinguistic awareness or knowledge of the rules of syntax, discourse, and social appropriateness.

The terms used to refer to the features of communicative teaching include "task-based," "interactive," and "process-oriented," "inductive-oriented" or "discovery-oriented." Immersion programs, study abroad, and content-based instruction of the kind sometimes found in professional courses for adults offer fuller and often privileged examples of opportunities to develop communicative competence. For



mainstream public education, however, a major hurdle in the widespread adoption of a more communicative approach has proven to be the attitudes, training, and practices of classroom teachers. Considerable resources are currently being devoted worldwide to respond to the need for language teaching to meet the communicative needs of learners in an increasingly global society.

The activities that typical successful high-level language learners are practicing include:

- Assessments
- Individualized study plan
- High-level courses
- Cross-cultural observation
- Sociolinguistic sophistication
- Contact with native speakers
- Time on task
- Formal language use (Leaver et al., 2005, p. 238).

### Conclusions

It is not surprising that many teachers assign written reflections to help develop the students' writing skills and the teacher-researchers' ability to assess learning outcomes empirically.

Research conducted in these settings suggests that use of social media can help writers to sharpen their messages in response to comments and feedback from others and develop their identities as authentic writers (e.g., Lam, 2004; Black, 2008).

Teachers can also encourage students to develop their own e-portfolios, in which students collect daily writing activities through social media and record their own reflections on their writing. E-portfolios are useful for helping students to value their out-of-school literacy skills and to promote self-evaluation skills, as well as for enabling teachers to better assess students' challenges in writing and evaluate their writing development over time.

As the scholars claimed, finding every possible opportunity to develop and use formal language can be critical to the development of high-level skills. "The subtleties of formal language that are needed for writing for publication, editing, negotiating effectively, truly controlling the conversational partner, adapting speech and writing to the audience. These are often skills that not even every native speaker has; they are the skills that are generally developed by native speakers and foreign-language learners, as a result of experience and meeting the linguistic requirements of higher education" (Leaver et al., 2005, p. 242).

A reform of goals, materials, and assessment is insufficient to represent a true change not only in theory but also in classroom practice for language teaching. To experience and practice the ways of integrating communicative experiences into their lessons for both beginners and advanced learners, attention needs to focus on increased opportunities for both preservice and in-service teachers. Teachers' collaboration with institutional support is essential to promote and sustain mutual involvement, reciprocity, innovation, and change.

Shaping the direction of language teaching and learning in the Russian universities, we used diachronic analysis of dominant concepts and procedures in the field of learning and acquisition of foreign languages. As we have featured, the picture is full of eclectic approaches towards multifaceted teaching / learning practices. In stark contrast to the statement that only communicative method brings results, the majority of individuals, as it was shown in the recent studies, learnt from either grammar-based or audiolingual methods (Leaver & Atwell, 2002, p. 236).

Moreover, other lingvo-didactic methods, such as the Grammar-Translation Method / the Direct Method also have been working efficiently in different periods. We are sharing arguments of B. Hunter and R. Smith who claimed that there is a tendency to assign method labels to bounded periods of history of teacher training and a foreign language learning in many countries. Teachers should realize that communicative approach does not address a strict prescription. Due to its "over-methodisation", communicative approach is worth being unpackaged and got free from over-static, over-simplified notions. All didactic methods and approaches should be reconsidered as being a "store house" or "treasure chest" of history, "removing the labels on method packages and unbundling them, all in the service of recovering the professional past and recycling it as a complex and usable resource for the present" (Hunter & Smith, 2012, p. 430).

As M.C. Pennington and H.D. Brown argued, one of the most invigorating things about teaching is that a teacher never stops learning. Every time s/he walks into a classroom to teach Business English, for instance, s/he faces an endless number of questions to answer, problems to solve, issues to ponder. If s/he is a growing teacher, s/he learns something. Teachers "find out how well a technique works, how a student processes language, how classroom interaction can be improved, how to assess a student's competence, how emotions enter into learning, or how teaching style affects learners. The discoveries go on and on – for a lifetime. As you embark on this journey into the teaching profession, how can you best continue to grow professionally and how can you most fruitfully meet the challenges that lie ahead? Are there some practical goals that you can pursue?" (Pennington, 1990, p. 150; Brown, 1994, p. 425).

The goals the teacher had set could provide a continuing career growth for many years as you strive for a better job of teaching. There is the only precaution: a teacher should not expect to become a "master" teacher overnight. If you try to focus on everything in the classroom all at once (all the management issues, techniques, delivery, body language, feedback, individual attention, lesson goals and mid-lesson alterations), you may end up doing nothing well. In due course of time, however, the abundance of cognitive / emotional phenomena in the classroom will be sufficiently automatic (Brown, 1994, p. 426).

Alastair Pennycook's statement, taken from his very stimulating essay on language teaching, power and politics has stunned me very much. According to him, teachers are "transformative intellectuals" who must see themselves 'as professionals who are able and willing to connect pedagogical theory and practice to wider social issues, and who work together to share ideas, exercise power of the conditions of our labour, and embody in our teaching a vision of a better and more human life' (Pennycook, 1989, p. 613).

Another deep insightful statement draws attention: "Teaching is a political act". It means that you have a set of beliefs about how the people of this world should behave toward one another. You have convictions about the quality of life, the shape of liberty, and the pursuit of happiness. You are engaged in a political, empowering act when you teach English. You will no doubt be very careful not to push a particular "philosophy" or morality on your students, but you will nevertheless be acting from your deepest convictions when you teach people to speak tactfully, to negotiate meaning harmoniously, to read critically, and to write persuasively.

You are not merely a language teacher; you are an agent for change: change from competition to cooperation, from powerlessness to empowerment, from conflict to resolution, from prejudice to understanding (Brown, 1994, p. 441-442).

Pragmatically oriented consumerist concept of higher education matches the interests of business circles which integrated universities into a 'free economy market'. Universities of innovative type are puzzled with language issues, namely, they try to figure out what language policy to implement in order to gain efficient results; how to explain success of one group of students acquiring English and failure of another one; why some language programmes are better than the other ones.

The study has examined attitudes and understanding held by university students towards Business English and their anxiety about the use of it after University. The study also shows that a concept of deroutinisation of teaching a professionally oriented English makes sense for advanced and challenged teachers nowadays. They visualise it as a basic principle in shaping educational content and adopting learning material to the needs of the internationalised communication. The core elements of the learning paradigm is defining the aims and further translating them into a set of objectives.

Due to the adjustments Business English acquisition to the requirements of the globalised professional communication, it was challenging for the study to focus and discuss the scope of concepts of multicompetences and multiliteracies necessary for teachers and learners of Business English. The analysis has shown that the holistic approach can provide deeper insights into relationships between language learning and pedagogical implications, reducing graduates' anxiety of getting a job under uncertain future and fostering their linguistic creativity and excellence as a resource.

### References

1. Binbin Zheng, Soobin Yim, and Mark Warschauer (2018). Social Media in the Writing Classroom and Beyond. The TESOL Encyclopedia of English Language Teaching, First Edition. Edited by John I. Lontas (Project Editor: Margo DelliCarpini). John Wiley & Sons, Inc. DOI: 10.1002/9781118784235.
2. Black, R. W. (2008). *Adolescents and online fan fiction*. New York, NY: Peter Lang.
3. Byrnes, H. (2011). Perspectives. *The Modern Language Journal*, 95(2), 291-307. doi:10.1111/ j1540-4781.2011.01181.
4. Costa, F., & Coleman, J.A. (2013). A survey of English-medium instruction in Italian higher education. *International Journal of Bilingual Education and Bilingualism*, 16(1), 3-19. doi:10.1080/13670050.2012.676621.
5. Deans, T. (1999). Service-learning in two keys: Paulo Freire's critical pedagogy in relation to John Dewey's pragmatism. *Michigan Journal of Community Service Learning*, 6(1), 15-29.
6. Englund-Dimitrova, B. (2005). Combining product and process analysis: Explication as a case in point. *Bulletin suisse de linguistique appliquée*, 81, 25-39.
7. Grishaeva, E.B. (2015). Changes and Challenges of Modern Society: What It Takes to Reach a Near-Native Level of Foreign Language Proficiency. *Journal of Siberian Federal University. Humanities & Social Sciences*, 11 (8), 2331-2340. DOI: 10.17516/1997-1370-2015-8-11-2331-2340.
8. Hunter, D. and Smith, R. Unpackaging the past: 'CLT' through ELTJ keywords (2012) *ELT Journal*, 66/4, pp. 430-439. doi: 10.1093/elt/ccs036
9. Hymes, S. (1972). On communicative competence. In J.B. Pride, & J. Holmes (Eds.), *Sociolinguistics*. Harmondsworth: Penguin.
10. Klimova, B.F. (2014). Detecting the development of language skills in current English language teaching in the Czech Republic. Elsevier: *Procedia – Social and Behavioral Sciences* 158, 85-92.
11. Lam, W. S. E. (2004). Second language socialization in a bilingual chat room: Global and local considerations. *Language Learning & Technology*, 8, 44-65.
12. Leaver, B.L. and Atwell, S. (2002). Preliminary qualitative findings from a study of the processes leading to advanced professional proficiency level (ILR 4). In B.L. Leaver and B. Shekhtman (eds.), *Developing professional-level language proficiency* (pp.260-279). Cambridge: Cambridge University Press.
13. Leaver, B.L., Ehrman, M., and B. Shekhtman (2005). *Achieving Success in Second Language Acquisition*. Cambridge: Cambridge University Press. 265 p.

14. Lemaikina, L.M.; Puzakov, A.V. (2004). Teaching methods of the foreign languages for the university students (majoring in Psychology). *Scientific Journal of Mordovia University*, 1/2, 80-82, in Russian.
15. Liebermann, A., & McLaughlin, M. (1995). Networks for educational change: Powerful and problematic. In M. McLaughlin & I. Oberman (Eds.), *Professional development in the reform era*. New York: Teachers College Press.
16. Little, J. (1993). Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis*, 15(2), 129-151.
17. Loucks-Horsley, S., Stiles, K., & Hewson, P. (1996). Principles of effective professional development for mathematics and science education: A synthesis of standards. NISE Brief I (1), Madison, WI: University of Wisconsin.
18. Myhill, D., & Jones, S. (2007). More than just error correction students' perspectives on their revision processes during writing. *Written Communication*, 24(4), 323-43.
19. New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92.
20. Ortega, L. (2007). Participation, acquisition, and in-betweenness as metaphors for L2 learning. *Plenary address delivered at the 1st Combined ALANZ-ALLAA Conference* (Applied Linguistics Association of New Zealand & Applied Linguistics Association of Australia), Auckland, December 2-4.
21. Richards, J.C. & Rodgers, T.S. (1986/2001). *Approaches and Methods in Language Teaching* (second edition). Cambridge: Cambridge University Press.
22. Russo, S.L. & L.A. Osborne. The Globally Competent Student. Retrieved from <http://www.aplu.org>international-programs>.
23. Savignon, S. (2018) Communicative Competence. The TESOL Encyclopedia of English Language Teaching, First Edition. Edited by John I. Lontas (Project Editor: Margo DelliCarpini). © 2018 John Wiley & Sons, Inc. Published 2018 by John Wiley & Sons, Inc. DOI: 10.1002/9781118784235.
24. Schlager, M. & Schank, P.K. (1997). TAPPED IN: A New On-line Teacher Community Concept for the Next Generation of Internet Technology. In R. Hall, N. Miyake & N. Enyedy (Eds.) *Proceedings of Computer Support for Collaborative Learning '97 (cscl '97)*. CRC Press. 328 p.
25. Swan, M. (2005). Legislation by hypothesis: the case of task-based instruction. *Applied Linguistics*, 26, 376-401.
26. Tomberg, V., Laanpere, M., Ley, T., & Normak, P. (2013). Sustaining teacher control in a blog-based personal learning environment. *The International Review of Research in Open and Distance Learning*, 14(3), 109-33.
27. Ware, P., Kern, R., & Warschauer, M. (2016). The development of digital literacies. In P. K. Matsuda & R. K. Manchón (Eds.), *Handbook of second and foreign language writing* (pp. 307-28). Berlin: De Gruyter Mouton.
28. Welch, M. (1999). The ABCs of reflection: A template for students and instructors to implement written reflection in service-learning. *Of Internet NSEE Quarterly*, 25(2), 1, 23-25.
29. Wurr, A.J. (2018). Writing for Engagement. The TESOL Encyclopedia of English Language Teaching, First Edition. Edited by John I. Lontas (Project Editor: Margo DelliCarpini). John Wiley & Sons, Inc. DOI: 10.1002/9781118784235.eelt0520
30. Zheng, B. (2013). Social media and classroom writing: Participation, interaction, and collaboration (Doctoral dissertation). University of California, Irvine.



## Developing Attitude Scale and Determining Its Psychometric Qualities in Learning Grammar

Prof.Dr. Ahmet Pehlivan<sup>1</sup>, ssoc.Prof.Dr. İbrahim Seçkin Aydın<sup>2</sup>, Dr. Gizem Uyumaz<sup>3</sup>

<sup>1</sup> Dr. Eastern Mediterranean University Education Faculty , Eastern Mediterranean University Education Faculty Famagusta Cyprus (TRNC)

<sup>2</sup> Dr. Dokuz Eylül University Buca Education Faculty , Dokuz Eylül University Buca Education Faculty İzmir/ Turkey

<sup>3</sup> Dr. Giresun University Education Faculty ,Giresun University Education Faculty Giresun/Turkey

### Abstract

Grammar has always been the leading concept that is discussed both linguistically and educationally in history. Placing linguistic aspect on one side, how much and how grammar should be taught and the relationship of grammar with language skills are the topics that dwelled on most in educational environments. Attitude, which is one of the basic variables of teaching process, also has an important place in this matter. Attitudes towards grammar are needed for students to adjust their feelings about the content of grammar and their eagerness to learn these. Although there are tools in literature to measure attitudes towards language skills, there are not many attitude scales about grammar. The purpose of this research is to develop a standard measurement tool that scales the attitudes of secondary school students towards learning grammar. During the development of the scale, a group of 360 students from 6th, 7th and 8th grades have been included in the application. After presenting the articles to students in five point Likert, the collected data first underwent an exploratory factor analysis. The Cronbach Alpha Internal Consistency coefficient that has been calculated to determine the reliability of the scale that has been collected in three factors has been found 0.914. After that, confirmatory factor analysis has been applied and a valid and reliable measurement tool has been achieved. The developed scale can be considered an important measurement tool that can be utilized in researches that will be conveyed about learning and teaching processes aimed at grammar.

**Keywords:** Grammar, Attitude, Scale Development, Attitude Scale

### Introduction

Although grammar is now an essential part of teaching native language, there has been an ongoing debate about the definition and extent of grammar and its place in teaching (Andrews, Beverton, Locke, Low, Robinson, Torgerson & Zhu, 2004; Gelderen, 2006; Watson, 2012). For this reason, implementations regarding its place in teaching, its extent and the teaching approach vary in different countries.

The necessity of grammar in teaching the native language has an important place in the debate surrounding the teaching of grammar. The fundamental aspect of the debate about the necessity of teaching grammar in teaching language is whether grammar contributes to the student's academic success and life achievements. In this respect, there are two different points of view. The first is that understanding grammar has little to effect on learning and using language, while the second is the argument that grammar is useful in learning language. Some findings in the literature, particularly the studies about improving reading and writing skills, suggest that teaching grammar contributes to the development of native language skills, while other findings suggest that teaching grammar has minimal contribution (Hillocks, 1984; Hillocks & Smith, 1991; Gelderen, 2006; Walker, 2011; Hudson & Walmsley, 2005; Wyse, 2001; Bralich, 2006; Andrews et al., 2004; Andrews, 2005; Funke, Wieland, Schönenberg & Melzer, 2013). Andrews et al. (2004) analyzed the studies investigating the effects of teaching grammar on



improving writing skills in English speaking countries and came to the conclusion that grammar has almost no effect on writing skills. Wyse (2001: 422), stated that the findings of international studies indicate that in secondary education, grammar does not improve students' written expression skills and in fact reduces their motivation. Funke et al. (2013) found in their study on German students that syntax grammar analysis did not have an effect on pronunciation and reading comprehension. Although, there are studies in the literature that claim that grammar has no contribution to improving native language skills, there are also findings and claims that it does lead to an improvement. Hudson and Walmsley (2005) investigated the historical development of grammar education in England and supported the assertion that knowledge of language improves language skills. Tordior and Wesdrop (1979) investigated 53 studies concerning the effect of grammar on native language skills and they found that grammar education is quite effective, particularly on teaching writing (as cited in Gelderen, 2006: 49). Jones, Myhill and Bailey (2013), in their study which investigated the effect of contextual grammar education on writing performance, reported results that were in favor of the experimental group. It has been found that the education which teaching "verb" in both explicit education and implicit education to primary school students has an impact on writing success (Negro & Chanquoy, 2005).

The common ground of all these efforts regarding grammar education is to make students competent at native language skills and to prepare them for their everyday lives and academic life in this respect. The purpose of every effort and debate in teaching grammar is to support students' comprehension and expression skills, while also increasing their competence in their native language. At this point, along with the claims that it has effects on reading and writing skills, another subject of debate is whether learning grammar has an effect on student's speaking and expression. The fact speaking correctly has taken on a theoretical dimension nowadays. Modern linguistics criticizes the concepts of form and accuracy in teaching grammar and considers this political and about perception (Watson, 2012; Peterson, 2010).

Another dimension of the debate about grammar education concerns how and how much the subjects should be taught. At the heart of how it should be taught lies explicit or implicit education (Gelderen, 2006). Explicit education involves the direct teaching of grammar subjects, whereas implicit education teaches with the anticipation method. Also, different models about linguistics and pedagogy may determine the extent and approach. For example, all rules are taught directly in traditional grammar, whereas language attitudes are not included. In the systematic functional grammar approach, functions of language are featured. In the language awareness approach, knowledge of language is important. All the subjects, language usage areas and a scope which includes language attitudes are delivered via explicit education (Hudson & Walmsley, 2005). Anticipation is important in the constructivist approach (Güneş, 2013a).

There is not a general consensus regarding what should be taught in grammar lessons. Theories aimed at grammar teaching in terms of content are grouped under two main topics: prescriptive and descriptive grammar. Prescriptive grammar is based on written language, it focuses on whether one language form is superior to another, as well as on accuracy and fallacy. Descriptive grammar, on the other hand, involves the usage of convenience and clarity of any language; for this reason, the status of a language is taught in accordance with social and historical facts. Accuracy and fallacy are evaluated in the usage of a language. Both written and spoken languages are featured (Peterson, 2010:3-4). Instead of every grammar rule, subjects that help students improve their native language skills are taught at schools and a classification other than philology is implemented (Güneş, 2013b).

In addition to what, how and how much should be taught, approaches to teaching grammar, perception, beliefs and attitudes have important roles in teaching native language. In fact, one aspect of the debate

about the necessity of teaching grammar, and what, how and how much should be taught concerns the belief, perception and attitudes in teaching grammar.

The manner in which grammar is perceived by policy makers, teachers, students and even by parents, as well as their beliefs and attitudes are important for the teaching of grammar and revealing its content and the teaching approach (Wyse, 2006; Andrews, 2005; Bralich, 2006; Walker, 2011; Jones, Myhill & Bailey, 2013; Watson, 2012; Peterson, 2010; Fontich & Camps, 2014). In particular, the attitude, belief and perception of the student have a major impact on learning grammar. Güneş (2013a) stated that the findings of the research about grammar education in Turkey show that grammar education generally involves making students memorize grammar rules, and the psychology of the student is ignored, thus leading them to fear the subject. The findings of the study of Anılan (2014) about determining the practices of primary school teachers' grammar teaching revealed that perception, belief and attitudes have relationship with in-class practices. Similar findings have also been found in international studies. Yarrow (2007: 180) stated that students exhibited apprehensive, nervous and unsure emotions and that 4<sup>th</sup> graders consider grammar difficult to understand. Harris (1962: 51-52), in his study which evaluated the effect of teaching grammar in writing, found that grammar is demotivating for students and is ranked last in terms of popularity according to students. Watson (2012; 2015b) stated that the belief of teachers in grammar education has an important role in directing in-class practices. Yarrow (2007) stated that preservice teachers consider grammar confusing and difficult to understand. Regarding all these findings, determining student attitudes towards grammar education will contribute to the success of grammar education and enable it to be implemented in a more effective manner.

Reviewing the literature on attitude, perception and belief regarding grammar and grammar education in schools, it has been found that the perceptions and beliefs of teachers or preservice teachers towards grammar are mostly analyzed (Watson, 2012; 2015a; 2015b), and some of these are about the attitude of grammar education when learning a foreign language (Pazaver & Wang, 2009; Phipps & Borg, 2009; Süzer, 2007; Ezzi, 2012; Samad & Nurusus, 2015). However, studies about grammar education in native language generally take the form of qualitative studies that evaluate belief. Some of the studies about perception and attitude towards grammar include: Pauwels and Winter (2006) investigated the attitudes of form teachers in Australia as "guardians of grammar" and "social language reform agents" towards the use of third-person singular pronouns in English; Pazaver and Wang (2009) studied the perception of Asian students in ESL classes in Canada; Phipps and Borg (2009) investigated the belief of English teachers in Turkey about teaching grammar and the anxiety in implementation. Akay and Toraman (2015) developed an attitude scale with two dimensions in their study, which investigated the attitudes of university students in Turkey towards grammar while learning English. Watson (2015a) identified the conceptual and evaluative beliefs of native language teachers in grammar education by using observation and interview techniques. Uysal and Yavuz (2015) analyzed the attitudes of English teachers in terms of the necessity of grammar education as well as how and how much the subject should be taught via open ended questions. Watson (2012), in his interview study, specified the concept of grammar, the effect of teaching on it and the attitudes and beliefs of native language teachers. In some parts of the study that investigated what New Zealand primary school teachers in New Zealand knew and believed about grammar and grammar education, the perception of primary school teachers regarding their own grammar knowledge, how it is acquired and how it should be taught were evaluated via the interview technique.

As can be understood from the above findings, the majority of studies about belief and attitude towards grammar in native language education are focused on teachers. Nowadays, native language education is centered around the learner more than the education. As students are active in learning in these approaches, it is important in native language education to understand the attitude of students towards

learning grammar. Therefore, developing an attitude scale with specified psychometric qualities which can reveal the attitudes of students towards grammar will be a valuable contribution to the literature. The purpose of this study is to develop an attitude scale that determines the attitude of secondary school students towards grammar education.

## Method

### Research Model

This research is a descriptive research that aims to develop an Attitude Scale About Learning Grammar and to determine its psychometric qualities.

### Study Group

Data were collected from two groups within the scope of the study. The first group participated in the exploratory factor analysis during the development of the scale. As the tryout form of the scale has to be applied on a group which includes at least ten times the number of participants that the number of items (Kline, 1994), considering possible lost data and extreme values, it has been applied on a total number of 360 people. After the removal of one participant who had an extreme value, the information about the participants of this group, and the information about the participants (after the removal of two participants who had extreme values) of the second group who participated in the confirmatory factor analysis during the development of the scale has been shown in Table 1.

**Table 1.** Demographic information on the study groups

Variable	Category	Group 1 (EFA)		Group 2 (CFA)	
		f	%	f	%
Gender	Girls	186	51.8	134	45.0
	Boys	172	47.9	164	55.0
	Lost Data	1	0.3	0.0	0.0
	Total	359	100.0	298	100.0
Class Level	6 <sup>th</sup>	183	51.0	71	23.8
	7 <sup>th</sup>	96	26.7	163	54.7
	8 <sup>th</sup>	67	18.7	62	20.8
	Lost Data	13	3.6	2	0.7
	Total	359	100.0	298	100.0

When Table 1 is analyzed, it can be seen from the first group that 186 (51.8%) of the students were female, 172 (47.9%) of them were male, 183 (51%) of them were 6<sup>th</sup> graders, 96 of them (26.7%) were 7<sup>th</sup> graders, and 67 (18.7%) of them were 8<sup>th</sup> graders. In the second group 134 (45%) of the students were female, 164 (55%) were male, 71 (23.8%) were 6<sup>th</sup> graders, 163 (54.7%) were 7<sup>th</sup> graders, and 62 (20.8%) were 8<sup>th</sup> graders.

### Data Collection Tool

The purpose of this study is to develop the Attitude Scale About Learning Grammar, which aims to determine the attitudes of secondary school students towards learning grammar. In this context, a literature review has initially been conducted. Subsequently, a group (n=26) of secondary school students were asked to write a composition which revealed their emotions, thoughts and attitudes towards learning grammar. The written compositions have been analyzed and expressions of the students have been converted to attitude expressions. In the light of the literature search, a preform consisting of 42

items has been created by based in the compositions that the students wrote. For the written items, three measurement and evaluation experts and three Turkish language experts have been consulted. Based on their suggestions, the decision was made to modify some of the items, whereas nine items (4, 11, 22, 25, 27, 33, 34 and 37) have been removed from the tryout form. After these alterations, a total of 33 items were included in the pretesting application of the scale.

The Attitude Scale About Learning Grammar that has been developed within the scope of this study is a 5-point Likert-type scale. The expressions used in the evaluation of the scale are “strongly disagree”, “disagree”, “agree reasonably”, “agree” and “strongly agree”.

### Data Analysis

Before starting the analysis, negative items have been reverse-coded and missing values have been assigned a mean. In order to state the construct validity of the developed scale, the data obtained from one group were analyzed by exploratory factor analysis, and then the data obtained from a different group were analyzed by confirmatory factor analysis. In the data collected to perform exploratory factor analysis, the participant with informant number 347, and in the data collected to perform confirmatory factor analysis, the participants with informant numbers 100 and 207 have been found to be extreme values and these participants were therefore removed from the data sets. The reliability of the scores obtained by implementing the scale in two different groups has been determined by calculating the Cronbach’s alpha internal consistency coefficients.

### Findings

Before the exploratory factor analysis was performed to determine the construct validity of the developed scale, Kaiser-Meyer-Olkin and Bartlett’s Test of Sphericity were applied in order to test the convenience of sample size for factorization. The test results have been presented in Table 2.

**Table 2.** Kaiser-Meyer-Olkin and Bartlett’s Test of Sphericity results

<i>KMO and Bartlett Tests</i>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.908
Bartlett’s Test of Sphericity	Chi-Square	3444.794
	df	300
	p	0.000

When Table 2 is examined, the KMO value of the group with 359 people has been found to be “perfect” (Şencan, 2005). Hence, the data structure is convenient for factorization in terms of sample size.

In order to reveal the factor pattern of the scale, principle component analysis and varimax have been chosen as the factorization method rotation method, respectively. In the process of determining the factor number, contributions of each component to the total variance have been evaluated. In the first analysis, the total variance of 6 components (8.413, 2.547, 1.663, 1.292, 1.202 and 1.048 respectively) with eigenvalues greater than 1, has been calculated as 45.081%. The scree plot has also been analyzed and the findings are presented in Figure 1.

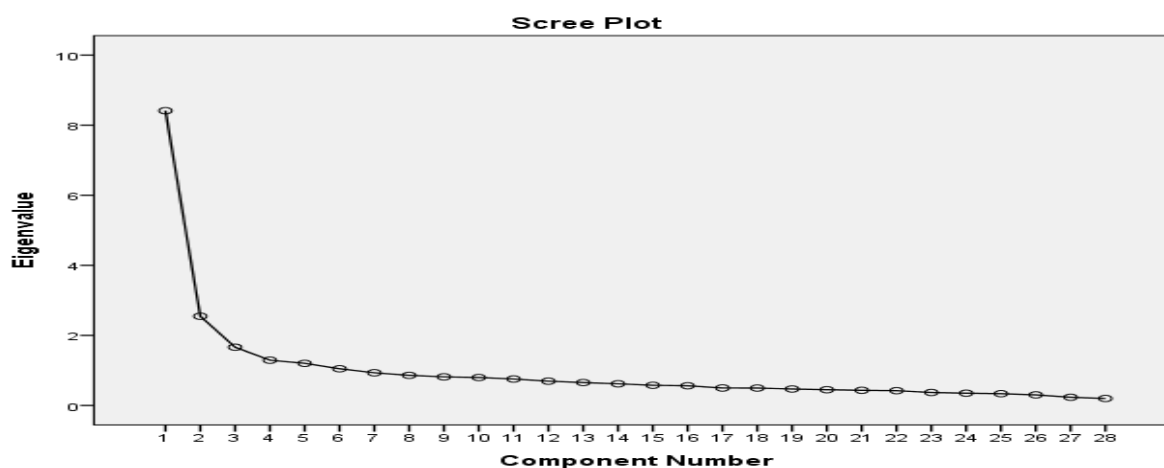


Figure 1. Scree plot

When the contribution of the components to the total variance, the scree plot and the article numbers in the factors are evaluated (Büyüköztürk, 2009; Comrey & Lee, 1992; Çokluk, Şekercioğlu & Büyüköztürk, 2010) the scale has been determined to have a three-factor construct and the analysis has been repeated as a three-factor construct. The result of the analysis revealed overlapping items (12, 15, 20, 22 and 29) and these items were therefore removed. While naming the factors, some items (10, 23 and 24) have been determined to be inconvenient for general construct that the factor scales and these items also have been kept out of the analysis. The analysis has been repeated with the remaining 25 items. The eigenvalues from the analysis results and declared variance percentages have been presented in Table 3.

Table 3. Total variance explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.620	30.479	30.479	7.620	30.479	30.479
2	2.436	9.746	40.225	2.436	9.746	40.225
3	1.667	6.667	46.892	1.667	6.667	46.892
4	1.197	4.789	51.681			
5	1.121	4.484	56.165			
6	.988	3.953	60.118			
7	.889	3.557	63.675			
8	.796	3.184	66.859			
9	.779	3.116	69.975			
10	.729	2.916	72.890			
11	.682	2.729	75.619			
12	.636	2.543	78.162			
13	.590	2.361	80.523			
14	.574	2.298	82.820			
15	.520	2.078	84.899			
16	.495	1.980	86.879			
17	.471	1.882	88.761			
18	.457	1.829	90.590			



Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
19	.432	1.728	92.318			
20	.420	1.681	94.000			
21	.381	1.524	95.524			
22	.359	1.436	96.960			
23	.317	1.267	98.227			
24	.242	.968	99.195			
25	.201	.805	100.000			

When Table 3 is examined, it is seen after the rotation that the eigenvalue of the first factor is 7.620, the contribution of the factor to the total variance is 30.479%, the eigenvalue of the second factor is 2.436, the contribution to the total variance is 9.746%, the eigenvalue of the third factor is 1.667, and the contribution to the total variance is 6.667%. The total variance related to the three-factor construct of the scale has been calculated as 46.892%. The factor loading values related to the factor pattern of the scale have been presented in Table 4.

**Table 4.** *Rotated component matrix*

	Component		
	1	2	3
m8	.830	.044	.145
m4	.797	.033	.094
m2	.793	.078	.080
m9	.792	.079	.219
m5	.774	.017	.134
m1	.755	.099	.041
m13	.720	.138	.080
m21	.693	.013	.143
m7	.580	.345	.187
m6	.565	.279	.190
m11	.559	.157	.047
m3	.556	.175	.205
m14	.399	.141	-.122
m26	.036	.633	-.092
m30	.181	.622	.031
m31	.161	.620	.260
m27	-.025	.602	-.055
m32	.115	.585	.199
m33	.021	.472	.177
m25	.287	.394	.066
m28	.166	.382	.251
m18	.146	.112	.793
m16	.036	.087	.775
m19	.090	.201	.649
m17	.293	.048	.573

In the exploratory factor analysis that has been performed to reveal the factor pattern of the scale, the factor loading values of the first factor (The Attitude Related to Emotional Tendency Towards Learning Grammar / article 13) are 0.399-0.830, the factor loading values of the second factor (The Attitude Related to the Effect of Learning Grammar on Life and Academic Success / article 8) are 0.382-0.633, and the factor loading values of the third factor (The Attitude Related to the Content of Grammar Class / article 4) are 0.573-0.793.

The final form of the scale has been given in Appendix 1, in which 11 items from the scale are positive, whereas 14 of them are negative. Items 3, 6, 7, 13, 15, 16, 18, 19, 20, 21, 22, 23, 24, and 25 from the scale need to be reverse coded.

In order to obtain additional evidence related to the construct validity of the developed scale, confirmatory factor analysis has been applied on the scores that have been obtained by applying the scale on a different group for the second time. The path diagram, which shows the t values obtained from the confirmatory factor analysis, has been presented in Figure 2, and the path diagram, which shows the factor loadings and error variances, has been presented in Figure 3.

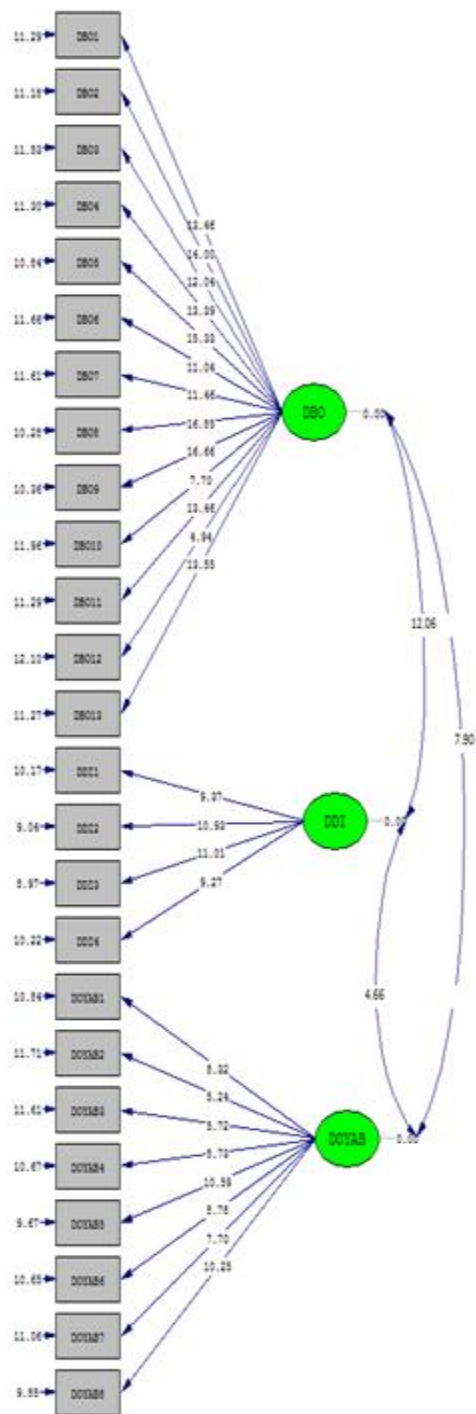
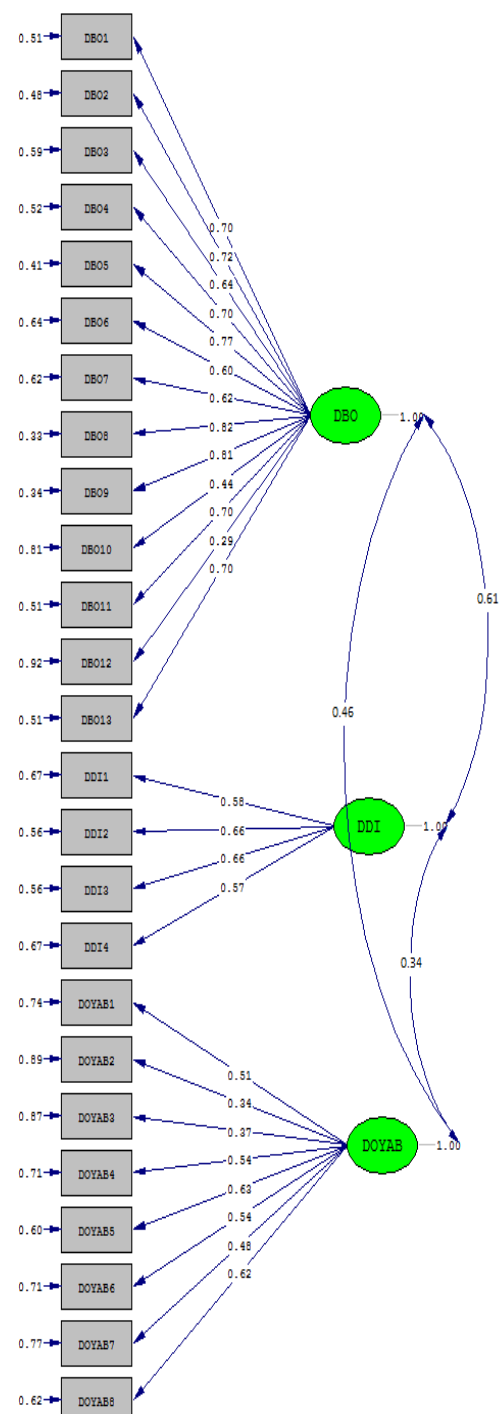
Figure 2. Path Diagram (*t* Values)

Figure 3. Path Diagram (factor loadings)

When Figure 2 is examined, the  $t$  values, which inform about latent variables explaining observed variables, has been rather meaningful around 0.01 for each article. When Figure 3 is examined, the standardized factor loading values which show the correlation between each observed variable related to the items and the latent variable to which it is linked are: between 0.29-0.82 for the Attitude Related to Emotional Tendency Towards Learning Grammar, between 0.34-0.63 for the Attitude Related to the Effect of Learning Grammar on Life and Academic Success, and between 0.57-0.66 for the Attitude Related to the Content of Grammar Class. The  $R^2$  values, which state how much of the variance related to the latent variable is expressed by the observed variable, are between 0.16-0.41.

The  $p$  value, which indicates the significance of the difference between the expected covariance matrix and the observed covariance matrix, has been found rather meaningful around 0.01. Nevertheless, in major samples, the  $p$  value has an increased possibility of being high (Yılmaz & Çelik, 2009). For this reason, alternative fit indices are used to investigate the fitness between expected and observed covariance matrixes. The fit indices values of the scale and their fitness levels have been presented in Table 5.

**Table 5.** Fit indices values of the scale

Fit Index	$\chi^2/sd$	RMSEA	SRMR	GFI	IFI	NNFI	CFI
Value	2.24	0.065	0.066	0.86	0.96	0.95	0.96
Fitness	Perfect	Good	Good	Acceptable	Perfect	Perfect	Perfect

When the fit indices in Table 5 are examined, the  $\chi^2/sd$  ratio (608.23/272) is calculated as 2.24. As this ratio is  $\leq 3$ , this indicates perfect fitness (Kline, 2005). RMSEA=0.065; the calculated value indicates that RMSEA ( $\leq 0.07$ ) corresponds to good fitness criteria (Steiger, 2007), and SRMR ( $\leq 0.08$ ) corresponds to good fitness (Brown, 2006: as cited in Çokluk, Şekercioğlu & Büyüköztürk, 2010). GFI, NNFI and CFI indices of 0.95 and over indicate perfect fitness (Tabachnick & Fidell, 2001).

Modification suggestions related to the scale have been investigated and it has been decided that none of the modification suggestions can be supported theoretically.

Cronbach's alpha internal consistency coefficients, which have been calculated to determine the reliability of the points obtained from the groups from which the data exploratory and confirmatory factor analysis has been collected, have been presented in Table 6.

**Table 6.** Cronbach's alpha consistency coefficients of the scale

	Group 1 (EFA)				Group 2 (CFA)			
	All	F1	F2	F3	All	F1	F2	F3
Cronbach Alpha	0.887	0.911	0.705	0.723	0.878	0.895	0.728	0.711
Article Number	25	13	8	4	25	13	8	4

When the Cronbach's alpha internal consistency coefficients related to the scores obtained from both groups are examined, it has been concluded that the scores obtained from the second and the third factors are quite reliable, and the scores obtained from the first factor and from the overall scale are highly reliable (Özdamar, 2004).

When the reliability and validity evidence obtained from the analysis are evaluated together, it is seen that the developed Attitude Scale About Learning Grammar is a valid and reliable scale and can be utilized in further studies.

## Conclusion

Grammar in language teaching, its content and how it is perceived is a subject of debate. When the literature is examined, it is seen that attitude studies on learning grammar are mostly focused on the teaching of foreign languages, and it is also seen that the studies on learning grammar while learning native language are aimed at scaling perception by qualitative methods. For this reason, a scaling tool with proven psychometric qualities which can determine the attitudes of secondary school students towards grammar education will contribute to the field. This study aims to develop an Attitude Scale About Learning Grammar towards secondary school students and to determine its psychometric qualities. For this purpose, a 5-point Likert-type scale form with 42 items has been prepared. Furthermore, analyses have been conducted to obtain evidence for the validity and reliability of the scale. After exploratory factor analysis, a three-factor construction with 25 items has been obtained. Based on expert opinions and information from the literature, the first factor has been named "Tendency Towards Learning Grammar", the second factor has been named "The Effect of Learning Grammar on Life and Academic Success", and the third factor has been named "The Attitude Related to the Content of Grammar Class". The first factor includes 13 items, which will reveal students' Emotional Tendency Towards Learning Grammar. The second factor includes 8 items which will scale the Effect of Learning Grammar on Life and Academic Success, and the third factor includes 4 items, which will determine the Attitude Related to the Content of Grammar Class.

The Cronbach's internal consistency coefficient of the scale that has been calculated from all of the items in the scale shows that the scale is highly reliable. In order to validate the construct obtained by EFA, CFA has been performed. The obtained results show that the generated construct is acceptable.

Another study in the literature by Er and Topçuoğlu-Ünal (2016) has developed a scale on the attitudes towards grammar. According to the exploratory factor analysis results from the related study, a 5-point Likert-type scale with 31 items and 2 factors, which explains 40.291% of the variance in the construct. In the scale, 16 of the items have positive and 15 of them have negative judgements. The Cronbach's Alpha Internal Consistency Coefficient, which has been calculated to determine the reliability of the scale, has been found as 0.914. When the Grammar Attitude Scale is examined, the internal consistency coefficients are: 0.896 for the first dimension "Attention and Love to Grammar" and 0.874 for the second dimension "Negative Attitudes Towards Grammar". Confirmatory factor analysis has been performed within the scope of the related study.

Although this research includes similar items to those in the study of Er and Topçuoğlu-Ünal (2016), a three-factor and 25-item scale tool, which explains 46.892% of the variance that can be utilized to scale the attitudes of students towards "learning" grammar, has been developed. The construct has been tested again in a different group and its convenience has been determined by confirmatory factor analysis. It is estimated that the developed attitude scale can be utilized in new studies by associating with variables such as worry, success, self-efficacy belief, etc., apart from determining the attitude of secondary school students towards grammar.

## References

1. Akay, E. & Toraman, Ç. (2015). Students' attitudes towards learning English grammar: a study of scale development. *Journal of Language and Linguistic Studies*, 11 (2), 67-82.
2. Andrews, R. (2005). Knowledge about the teaching of [sentence] grammar: The state of play. *English Teaching: Practice and Critique*, 4 (1), 69-76.
3. Andrews, R., Beverton, S., Locke, T., Low, G., Robinson, A., Torgerson, C., & Zhu, D. (2004). The effect of grammar teaching (syntax) in English on 5 to 16 year olds' accuracy and quality in written composition. London: EPPI-Centre.



4. Anılan, H. (2014). Evaluation of Turkish grammar instruction based on primary school teachers' opinions. *Educational Sciences: Theory and Practice*, 14 (5), 1914-1924. <https://doi.org/10.12738/estp.2014.5.2096>
5. Bralich, A., P. (2006). The new SAT and fundamental misunderstandings about grammar teaching. *English Today*, 61-64. <https://doi.org/10.1017/S0266078406003105>
6. Büyüköztürk, Ş. (2009). *Sosyal Bilimler İçin Veri Analizi El Kitabı*, Ankara: Pegem Yayınları.
7. Comrey, A. L. & Lee, H. B. (1992). *A first course in factor analysis* (2. edition). New Jersey: Lawrence Erlbaum Associates.
8. Çokluk, Ö. Şekercioğlu, G. & Büyüköztürk, Ş. (2010). *Sosyal bilimler için çok değişkenli istatistik: SPSS ve lisrel uygulamaları*. Ankara: PegemA.
9. Er, F. & Topçuoğlu-Ünal, F. (2016). Ortaokul öğrencilerine yönelik dil bilgisi tutum ölçeği geliştirilmesi: geçerlilik ve güvenilirlik çalışması. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 40, 343-356. ISSN:1302-8944
10. Ezzi, A. A. N. (2012). Yemeni teachers' beliefs of grammar teaching and classroom practices. *English Language Teaching*, 5 (8), 170-184. <https://doi.org/10.5539/elt.v5n8p170>
11. Fontich, X. & Camps, A. (2014). Towards a rationale for research into grammar teaching in schools. *Research Papers in Education*, 29 (5), 598-625. <http://dx.doi.org/10.1080/02671522.2013.813579>
12. Funke, R., Wieland, R., Schöenberg, S., & Melzer, F. (2013). Exploring syntactic structures in first-language education: effects on literacy-related achievements. *L1-Educational Studies in Language and Literature*, 1-24. <http://dx.doi.org/10.17239/L1ESLL-2013.01.03>
13. Gelderen, V. A. (2006). What we know without knowing it: Sense and nonsense in respect of linguistic reflection for students in elementary and secondary education. *English Teaching: Practice and Critique*, 5 (1), 44-54.
14. Güneş, F. (2013a). Yapılandırmacı yaklaşımla dil bilgisi öğretimi. *Eğitimde Kuram ve Uygulama*, 9(3), 171-187.
15. Güneş, F. (2013b). Dilbilgisi öğretiminde yeni yaklaşımlar. *Dil ve Edebiyat Eğitimi Dergisi*, 2(7), 71-92.
16. Harris, R. J. (1962). An experimental inquiry into the functions and value of formal grammar in the teaching of English, with special reference to the teaching of correct written English to children aged twelve to fourteen. PhD thesis, University of London.
17. Hillocks, G. (1984). What works in teaching composition: A meta-analysis of experimental treatment studies. *American Journal of Education*, 93, 133-170.
18. Hillocks, S., G. & Smith, M. W. (1991) Grammar and Usage. In J. Flood, J. M. Jensen, D. Lapp ve J. R. Squire (Eds) *Handbook of Research on Teaching the English Language Arts*(591-603), New York:Macmillan.
19. Hudson, R. & Walmsley, J. (2005). The English patient: English grammar and teaching in the twentieth century. *Journal of Linguistics*, 41, 593-622. <https://doi.org/10.1017/S0022226705003464>
20. Jones, S., Myhill, D. & Bailey, T. (2013). Grammar for writing? An investigation of the effects of contextualised grammar teaching on students' writing. *Reading and Writing*, 26 (8), 1241-1263. <https://doi.org/10.1007/s11145-012-9416-1>
21. Kline, P. (1994). *An easy guide to factor analysis*. New York: Routledge.
22. Kline, R. B. (2005). *Principles and practice of structural equation modelling*. New York: Guilford.
23. Negro, I. & Chanquoy, L. (2005). Explicit and implicit training of subject-verb agreement processing in 3rd and 5th grades. *L1-Educational Studies in Language and Literature*, 5, 193-214. <https://doi.org/10.1007/s10674-005-0331-0>

24. Özdamar, K. (2004). *Paket programlar ile istatistiksel veri analizi (çok değişkenli analizler)*. Eskişehir: Kaan.
25. Pauwels, A., & Winter, J. (2006). Gender inclusivity or 'grammar rules OK'? linguistic prescriptivism vs linguistic discrimination in the classroom. *Language and Education*, 20 (2) , 128-140. <http://dx.doi.org/10.1080/09500780608668717>
26. Pazaver, A., & Wang, H. (2009). Asian students' perceptions of grammar teaching in the ESL classroom. *The International Journal of Language Society and Culture*, 27, 27-35.
27. Peterson, L. L. (2010). Grammar and the English National Curriculum, *Language and Education*, 24:6, 473-484. <http://dx.doi.org/10.1080/09500782.2010.495782>
28. Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37 (3), 380-390. <https://doi.org/10.1016/j.system.2009.03.002>
29. Samad, A. A., & Nursus, E. (2015). The Influence of Teaching Experience, School Location and Academic Background on Teachers' Beliefs in Teaching Grammar. *Asian Social Science*, 11 (15), 257-266.
30. Süzer, S. S. H. (2007). Teacher knowledge on grammar teaching: a case study. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 32, 255-265.
31. Steiger, J. H. (2007). Understanding the limitations of global fit assessment in structural equation modeling. *Personality and Individual Differences*, 42, 893-898.
32. Şencan, H. (2005). Sosyal ve davranışsal ölçümlerde güvenirlik ve geçerlik. Ankara: Seçkin.
33. Tabachnick, B. G., & Fidell, L. S. (2001). *Using multivariate statistics* (5th Ed.) USA: Pearson.
34. Uysal, D. N., & Yavuz, F. (2015). Pre-service teachers' attitudes towards grammar teaching. *Procedia - Social and Behavioral Sciences*, 191, 1828 - 1832.
35. Walker, L. (2011). 200 Years of grammar, a history of grammar teaching in Canada, New Zealand, and Australia, 1800-2000, Bloomington: IUniverse.
36. Watson, A. (2012). Navigating 'the pit of doom': Affective responses to teaching 'grammar'. *English in Education*, 46 (1), 22-37. <https://doi.org/10.1111/j.1754-8845.2011.01113.x>
37. Watson, A. (2015a). The problem of grammar teaching: a case study of the relationship between a teacher's beliefs and pedagogical practice. *Language and Education*, 29 (4), 332-346. <http://dx.doi.org/10.1080/09500782.2015.1016955>
38. Watson, M. A. (2015b) Conceptualisations of 'grammar teaching': L1 English teachers' beliefs about teaching grammar for writing. *Language Awareness*, 24 (1), 1-14. <http://dx.doi.org/10.1080/09658416.2013.828736>
39. Wyse, D. (2001). Grammar. For writing? A critical review of empirical evidence. *British Journal of Education Studies*, 49 (4), 411-427.
40. Wyse, D. (2006). 2006 Pupils' word choices and the teaching of grammar. *Cambridge Journal of Education*, 36 (1), 31-47. <http://dx.doi.org/10.1080/03057640500490965>
41. Yarrow, R. (2007). How do students feel about grammar?: the framework and its implications for teaching and learning. *Changing English*, 14 (2), 175-186. <http://dx.doi.org/10.1080/13586840701443008>
42. Yılmaz, V. & Çelik, H. E. (2009). *LISREL ile yapısal eşitlik modellemesi-1*. Ankara: PegemA.

## Appendix A.

Tryout Form	Final Form	Factor	ATTITUDE SCALE TOWARDS GRAMMAR	Completely Disagree	Disagree	Agree Reasonably	Agree	Completely Agree
1	1	F1	I look forward to grammar classes.					
2	2	F1	I enjoy learning grammar.					
3	3	F1	I don't like grammar subjects.					
4	4	F1	I find learning grammar enjoyable.					
5	5	F1	I like learning grammar.					
6	6	F1	I get bored of learning grammar.					
7	7	F1	Grammar doesn't interest me.					
8	8	F1	Learning grammar is fun.					
9	9	F1	Learning grammar is enjoyable.					
11	10	F1	I enjoy grammar subjects, despite having difficulty.					
13	11	F1	Learning grammar is good.					
14	12	F1	I feel sad when I can't learn grammar subjects.					
16	13	F3	I have difficulty in learning grammar.					
17	14	F3	I learn grammar subjects easily.					
18	15	F3	I have difficulty in understanding grammar subjects.					
19	16	F3	I forget grammar subjects easily.					
21	17	F1	I enjoy grammar subjects.					
25	18	F2	Learning grammar has no effect on my success in other classes.					
26	19	F2	I succeed in Turkish classes even without knowing grammar.					
27	20	F2	I understand what I hear easily, even without knowing grammar.					
28	21	F2	Learning grammar doesn't make reading comprehension easier.					
30	22	F2	Knowing grammar isn't essential to use our language easily in the daily life.					
31	23	F2	I can have good communication with others even without knowing grammar rules.					
32	24	F2	I succeed in my career even without expressing myself with acceptable grammar rules.					
33	25	F2	Expressing myself with acceptable grammar rules has no effect on earning respect in the community.					

## Evaluation Of Music Faculty Members' Teaching Efficacy Perception

Aleskerli Kamala Vais

Baku Music Academy named after Uzeyir Hajibeyli

The study area Musicology Academic Degree PhD in Arts, Assistant Professor

### Abstract

The aim of the present study is to determine how teaching efficacy is perceived by the faculty members working at the faculty of music. This study which examines faculty members' perception of teaching efficacy has a survey model design. The study hosts 102 faculty members working at the faculty of music. This study deploys one data collection tool: "Teaching Efficacy Scale" consisting of 30 items and 6 sub-dimensions. Analyses have revealed that faculty members mostly regard themselves as efficient particularly in course design dimension. On the contrary, the dimension that makes faculty members feel the least efficient has been found to be learning assessment. Besides, significant differences were observed among faculty members' perception regarding teaching efficacy in terms of different variables such as gender, course match, training and seniority.

**Keywords:** music education, teaching efficacy, faculty member

### Introduction

'Each student should receive fine arts courses' and 'fine arts should stand as one of the serious and major academic disciplines' are two main principles published by the American National Music Association which lays an emphasis on the significance of quality fine arts education. As a natural prerequisite of these principles, the following principles attach great importance not only to the studies concerning the value and impact of arts education but also to the well-trained teachers (The National Association for Music Education, 2000; Akt. Güngör & Kapıkıran, 2008). As in the other branches of art, music also has a message and call to the minds through senses. The person who has not received music education fails in the transmission of music and artistic values due to the lack of mental activity (İpşiroğlu, 1998, 41). The development and level of art education will be determined by the quality of the education. In fact, this quality depends on well-trained teachers in terms of both the field of art and their teaching skills (Güngör & Kapıkıran, 2008).

Music education is a field of study correlated with the acquisition of musical knowledge, skills, perceptiveness and habits which are required by a particular branch of the profession (Uçan, 2005).

Canakay (2006) note that music contributes dramatically to the socialization of individuals, the upbringing of inborn creativity characteristics, self-expression, the learning process of the mother tongue as well as the development of intelligence. Thus, it is of paramount significance to raise individuals who have high self-esteem in order to keep up with the up-to-date world and who are expressive, productive, constructive and creative. Music also readies individuals for living wholesomely through helping to develop their basic mental skills and capacities. Teachers who update themselves with a great love for their profession will enrich the value of music in the development of individuals and communities. All professions are required to have various qualifications. Self-efficacy sheds light on the understanding whether individuals have these skills or not. Bandura (1995) defines self-efficacy as the one's belief in one's ability to accomplish to succeed in certain situations. As for Luszczynska et al. (2005), self efficacy refers to one's coping with the "hard and vague tasks as well as one's belief in one's competences for challenging with special needs and the Perception of Self-Efficacy in Organizational Entrepreneurship. Music teachers should possess a good harmony of skills and content knowledge. Besides, they should be

armed with the qualities, laws, theories, basic elements, the relationships between these elements and basic knowledge about the historical development of music. It is also essential that teachers recognize society and other cultures with their functions. Being one of the most specific features of the profession, teaching qualification is indispensable for music teachers. Music teachers are those who have such skills as planning, organizing, directing, executing, guiding and evaluating teaching-learning process concerning the didactic and methodical qualities for the purpose of transferring their knowledge and teaching skills effectively to the students (Demirel, 2002; Sands, Özçelik, Busbridge ve Dawson, 1997; Kalyoncu, 2005).

As one of the requirements of teaching profession, music teachers should be equipped with specific skills and knowledge. In this regard, it is of highly significant for them to recognize school environment and its dependencies as well as current trends in the profession. Individuals with different abilities and characteristics vary across their learning styles and strategies. The regulation of teaching materials enriched with methods and techniques by taking into account the differences in the learning environment will improve student achievement (Bedir, 2011). Considering students' age and level, teachers nurture a pleasant learning environment through using appropriate techniques (Bedir, 2007).

Music teacher is the one who is competent enough to enhance students' learning by implementing theory, sound and musical dimensions available in the curriculum into student behavior (Akbulut, 2006).

Online training system, which makes it possible to transmit video and audio messages between teacher and student on a reciprocal basis, is used in almost every field and at every level of music education. Countless online music sites are available on the internet concerning music theory, instrumental and vocal training. Moreover, there are some sites only for children, beginners and professionals while others provide an opportunity for students who are at elementary, intermediate and advanced levels to choose the appropriate program based upon their levels (Can, 2001).

**Aim of the Study:** The current study aims to determine how music faculty members perceive teaching efficacy. In accordance with the main objective, the answers related to the following questions have been sought: (1) How do faculty members working at the faculty of music perceive teaching efficacy? (2) Do faculty members' perception of teaching efficacy vary across; a) Gender, b) Course Match, c) Training, d) Seniority?

## **Material and method**

### **Research Design**

This study which examines faculty members' perception of teaching efficacy has a survey model design. The research used screening model that aims to describe events, objects, assets, organizations, groups, and various areas (Kaptan, 1998).

### **Research Group**

The research group of the present study consisted of music faculty members located within the province of Azerbaijan Baku in the 2015-2016 academic year. Teachers who filled in the questionnaire completely took part in the research ( $N= 102$ ). Incorrectly filled questionnaires have been excluded from the analyses. Table 1 illustrates the demographic information pertaining to the participants.



**Table 1.** Demographic information concerning the participants

Demographic Characteristics		f	%
Gender	Female	49	48.0
	Male	53	52.0
Course Match	Full Match	72	70.6
	Partial Match	30	26.8
Training	Trained	75	73.5
	Not trained	27	26.5
Seniority	<6	19	18.6
	6-10	12	11.8
	11-15	7	6.9
	16-20	4	3.9
	>21	60	58.8
Branch	Baglama	3	2.7
	Composition	3	2.7
	Flute	2	1.8
	Guitar	1	.9
	Folk Music	1	.9
	Zither	1	.9
	Violin	10	8.9
	Kemanca	7	6.3
	Chorus	5	4.5
	The History of Music	16	11.3
	The theory of Music	8	7.1
	Piano	8	7.1
	Voice Training	16	14.3
	Voice Recording	2	1.8
	Studio Technology	1	.9
	Tar	11	9.8
	Lute	1	.9
	Viola	1	.9
	Cello	5	4.5

**Data Collection Tool**

The study employed “*Teaching Efficacy Scale*” which was developed by Chang and colleagues in 2010. This scale, the Turkish adaptation of which was created by Bedir (2015) was used through revising course design dimension. Being a 4-point Likert type scale, the tool possesses six dimensions (Course Design, Instructional Strategy, Technology Usage, Classroom Management, Interpersonal Relation, Learning Assessment) and 20 items. The Cronbach alpha reliability coefficient was found to be  $\alpha = .81$  for the overall scale.

**Table 2.** Sample items from teaching efficacy questionnaire

Dimension	Item	Sample Items
Course Design (CD)	7	<ul style="list-style-type: none"> <li>Establish comprehensive teaching objectives</li> <li>Select appropriate teaching material</li> </ul>
Instructional Strategy (IS)	5	<ul style="list-style-type: none"> <li>Teaching according to student' various levels of readiness</li> <li>Utilize effective teaching methods to improve students grades</li> </ul>
Technology Usage (TU)	5	<ul style="list-style-type: none"> <li>Know how to produce relevant teaching media.</li> <li>Eploy software relevant teaching media</li> </ul>
Classroom Management (CM)	5	<ul style="list-style-type: none"> <li>Nurture a pleasant learning environment,</li> <li>Maintain a good relationship with my students</li> </ul>
Interpersonal Relation (IR)	3	<ul style="list-style-type: none"> <li>Provide assistance to student whenever they encounter difficulties in learning</li> <li>Provide appropriate assistance to my student if they are incapable of completing the assignments</li> </ul>
Learning Assessment (LA)	5	<ul style="list-style-type: none"> <li>Utilize a variety of assessment methods to evaluate students' learning results</li> <li>Improve my teaching according to assessment results</li> </ul>

### Data Analysis

The study's research analysis utilized arithmetic mean, standard deviation; t-test, one-way ANOVA and kruskal wallis for identifying the relationship among the variables. Variation analysis depending on the branches has been excluded from the analysis due to the excessive number of branches and abnormal distribution of the number of faculty members. The significance level was determined to be  $p < .05$ .

### Result

This section presents the findings obtained from testing the research questions. All of the findings are shown in Tables and interpreted. The order of findings is the same with the order of research questions. Findings related to faculty members' perception concerning teaching efficacy are displayed in Table 3.

**Table 3.** Faculty members' perception concerning teaching efficacy

Dimensions	$\bar{X}$	ss	Rank
Course Design	3,51	.68	1
Instructional Strategy	2,58	.58	4
Technology Usage	2,86	.76	2
Classroom Management	2,78	.77	3
Interpersonal Relation	2,60	.88	5
Learning Assessment	2,32	.87	6

Note: 4 scale    4= Strongly agree;    1=Strongly disagree.

The values in Table 3 reveal as to how faculty members perceive teaching efficacy. The dimension that teachers feel the most competent is course design ( $\bar{X} = 3.51$ ). Besides, the average of the other dimensions was determined to be much lower and very close to one another compared to course design. Technology use ( $\bar{X} = 2.86$ ), and classroom management ( $\bar{X} = 2.78$ ) are the second and third dimensions that faculty members feel competent about. Learning Assessment ( $\bar{X} = 3.28$ ) seems to be the one that faculty member feel the least efficient about. Table 4 presents findings related to faculty members' perception concerning teaching efficacy in terms of gender.

**Table 4.** t-test results of teaching efficacy scale in terms of gender

Dimensions	Female (n=53)		Male (n=49)		t	p
	$\bar{X}$	SD	$\bar{X}$	SD		
Course Design	3.74	.74	3.25	.52	3.81	.000*
Instructional Strategy	2.71	.50	2.46	.54	2.33	.022*
Technology Usage	3.07	.63	2.66	.82	2.76	.007*
Classroom Management	2.92	.67	2.66	.84	1.75	.083
Interpersonal Relation	2.79	.70	2.43	.99	2.10	.038*
Learning Assessment	2.57	.82	2.10	.86	2.83	.006*

When faculty members' perception concerning teaching efficacy was analyzed in terms of gender, a significant difference has been noted across all dimensions except for classroom management in favor of female faculty members. On this point, a difference in favor of female faculty members have been revealed across such dimension as Course design [ $t=3.81$ ,  $p<.05$ ], Instructional strategy [ $t=2.33$ ,  $p<.05$ ], Technology usage [ $t=2.76$ ,  $p<.05$ ], Interpersonal relation [ $t=2.10$ ,  $p<.05$ ] and Learning assessment [ $t= 2.83$ ,  $p<.05$ ].

Findings related to faculty members' perception regarding teaching efficacy in terms of course match are presented in Table 5.

**Table 5.** t-test results of teaching efficacy scale in terms of course-match

Dimensions	Completely (n= 72)		Partially (n=30)		t	p
	$\bar{X}$	SD	$\bar{X}$	SD		
Course Design	3.63	.62	3.21	.72	2.94	.004*
Instructional Strategy	2.59	.55	2.55	.49	.37	.708
Technology Usage	2.85	.79	2.86	.70	.04	.962
Classroom Management	2.80	.79	2.75	.72	.29	.771
Interpersonal Relation	2.68	.91	2.41	.76	1.46	.147
Learning Assessment	2.34	.86	2.30	.90	.21	.828

Upon examining faculty members' teaching efficacy perception in terms of the match between their background information and the courses they teach, the dimension of course design [ $t=2.94$ ,  $p<.05$ ] is significantly affected by the match between their background information and the courses they teach. Even if the average of the other dimensions is much higher depending on the match between their background information and the courses they teach, this difference is not statistically significant. Table 6 depicts whether teachers' teaching efficacy perception scores vary in terms of attending a course about the profession.

**Table 6.** t-test Results of teaching efficacy scale in terms of attending a course about the profession

Dimensions	Yes (n=70)		No (n=32)		t	p
	$\bar{X}$	SD	$\bar{X}$	SD		
Course Design	3.82	.42	2.63	.45	12.24	.000*
Instructional Strategy	2.64	.55	2.40	.43	2.03	.045*
Technology Usage	2.94	.81	2.63	.54	2.17	.033*
Classroom Management	2.82	.80	2.67	.67	.89	.375
Interpersonal Relation	2.65	.67	2.59	.96	.31	.751
Learning Assessment	2.42	.75	2.42	.91	.69	.490

$p < .05$

When it comes to the faculty members' teaching efficacy perception depending upon attending or not attending a course about the profession, a significant difference has not been noted across the dimensions of classroom management, interpersonal relation and learning assessment. However, course design [ $t=12.24$ ,  $p<.05$ ], instructional strategy [ $t=2.03$ ,  $p<.05$ ] and technology usage [ $t=2.17$ ,  $p<.05$ ] point a significant difference in favor of those who partake in a training course about the profession.

Findings relevant to faculty members' teaching efficacy perception in terms of teaching experience are indicated in Table 7.

**Table 7.** Anova results of teaching efficacy scale in terms of teaching experience

Dimensions	Seniority	N	Mean Rank	Sd	$\chi^2$	p	Post hoc
Course Design	< 6	19	16.13	4	71.79	.000	1 < 2,3,4,5
	6-10	12	24.88				2 < 3,4,5
	11-15	7	51.79				3 > 1,2 ; 3 < 5
	16-20	4	57.50				4 > 1,2
	>20	60	67.59				5 > 1,2,3
Instructional Strategy	< 6	19	37.82	4	6.56	.161	
	6-10	12	53.08				
	11-15	7	56.64				
	16-20	4	71.38				
	>20	60	53.59				

Technology Usage	< 6	19	43.34	4	5.60	231
	6-10	12	44.13			
	11-15	7	67.00			
	16-20	4	68.63			
	>20	60	52.61			
Classroom Management	< 6	19	43.16	4	4.88	300
	6-10	12	52.00			
	11-15	7	46.93			
	16-20	4	77.13			
	>20	60	52.87			
Interpersonal Relation	< 6	19	48.58	4	2.63	621
	6-10	12	62.42			
	11-15	7	43.79			
	16-20	4	57.00			
	>20	60	50.78			
Learning Assessment	< 6	19	50.42	4	4.87	300
	6-10	12	65.29			
	11-15	7	44.36			
	16-20	4	68.13			
	>20	60	48.81			

Not: 1=below 6 years, 2=6-10 , 3=11-15, 4=16-20, 5= above 20 years P<.05

As for the faculty members' teaching efficacy perception depending upon their teaching experience, only the dimension of course design shows a significant difference. Five of the other dimensions are free from a significant difference.

### Discussion and Conclusion

This research has examined teaching efficacy perception of faculty members working at the department of music. Accordingly, course design has been determined as the highest efficacy dimension for faculty members. Technology usage, classroom management, instructional strategy, interpersonal relation and learning assessment are ranked in a descending order. In her study, Bedir (2015), Bedir (2017) indicates that the dimension that faculty members mostly feel competent is classroom management, which is followed by course design, interpersonal relation, learning assessment, technology usage and instructional strategy, respectively. Likewise, Chang et.al. (2011) also revealed that instructional strategy is the least efficient dimension for faculty members. Gelbal, Kelecioğlu (2007), Benzer & Eldem (2012) report that teachers use traditional assessment methods and hence they do not have the required qualifications for using measurement techniques. Aslantas (2011) confirm that instructional strategies-methods and techniques, communication, and assessment and evaluation skills are among teachers' weaknesses. On the other, Özdoğru and Çakır (2014) conclude that faculty members are competent enough to use technological materials. Ünal and Budak (2013) state that faculty members were unable to use equipment due to the lack of them in schools. Upon analyzing faculty members' perception concerning teaching efficacy with respect to gender, the difference is in favor of female faculty members in terms of all dimensions except for classroom management. As for the match between teachers' background education and the courses they teach, a significant difference was found in favor of those with a full match in terms of course design. Depending upon attending a training course about the profession, those who took part in training have higher levels of teaching efficacy perception across



course design, instructional strategy and technology usage. With regard to the teaching efficacy perception of faculty members in terms of seniority, the dimension of course design refers to a significant difference in favor of those whose teaching experience is more.

The dimension that makes faculty members feel the least efficient has been found to be learning assessment. Thus, it is essential that courses organized for faculty members about the most suitable alternative assessment methods depending on their branches. Besides, organizing seminars on interpersonal communication and alternative teaching strategies also provides opportunities for faculty members to improve themselves in this regard.

## REFERENCES

1. Akbulut, E. (2006). Günümüz müzik eğitimcisi nasıl olmalıdır? Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 20(20), 23-28.
2. Aslantaş, İ. (2011). Öğretim elemanlarının öğretim stratejileri-yöntem ve teknikleri, iletişim ve ölçme değerlendirme yeterliklerine yönelik öğrenci görüşleri. Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi. 8 (15), 487 – 506.
3. Bandura, A. (1995). Self-Efficacy in Changing Societies, Cambridge: Cambridge University Press.
4. Bedir, G. (2015). Perception of Teaching Efficacy by Primary and Secondary School Teachers. International Electronic Journal of Elementary Education, 8(1), 41.
5. Bedir, G. (2011). Öğretim İlke ve Yöntemleri (Ed.Uzunboylu, H & Öner, G). İstanbul: Lisans Yayıncılık.
6. Bedir, G. (2007). İlköğretim 4. ve 5. sınıf öğrencileri, öğretmenleri ve velilerinin öğrenme stili profillerinin değerlendirilmesi. Yayımlanmamış Doktora Tezi.
7. Benzer, A., & Eldem, E. (2012). Türkçe ve edebiyat öğretmenlerinin ölçme ve değerlendirme araçları hakkında bilgi düzeyleri, Kastamonu Eğitim Dergisi, 21(2), 649-664.
8. Can, M. Cihat, 2001, "Online Müzik Eitimi", Çada Eitim, sayı 276, s. 9-14, Ankara.
9. Chang, T., Lin, H., & Song, M. (2011). University faculty members' of their teaching efficacy. Innovations in Education and teaching International Journal, 48 (1), 49-60.
10. Chang, T., McKeachie, W., & Lin, Y. (2010). Faculty perceptions of teaching support and teaching efficacy in Taiwan. Higher Education, 59, 207-220.
11. Canakay U, E. (2006). Müzik Teorisi Dersine İlişkin Tutum Ölçeği Geliştirme. Ulusal Müzik Eğitimi Sempozyumu Bildirisi, PAÜ Eğitim Fakültesi, Denizli: 26-28 Nisan.
12. Gelbal, S., & Kelecioğlu, H. (2007). Öğretmenlerin ölçme ve değerlendirme yöntemleri hakkındaki yeterlik algıları ve karşılaştıkları sorunlar, Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 33, 135-14.
13. Güngör, S., & Kapıkıran, Ş. (2008). Güzel Sanatlar Eğitimi Öğrencilerinin Öğretmenlik Meslek Bilgisi Derslerine İlişkin Motivasyon ve Başarı Düzeyleri. Pamukkale Üniversitesi Eğitim Fakültesi Dergisi . (1) 23.
14. İpşiroğlu N., Sanattan Güncel Yaşama, Pan Yayıncılık, İstanbul, 1998.
15. Kalyoncu, N. (2005). Eğitim Fakültelerinde Uygulanan Müzik Öğretmenliği Lisans Programının Revizyon Gereçekleriyle Tutarlılığı. Gazi Eğitim Fakültesi Dergisi, 25(3).
16. Luszczynska, A., Scholz, U. & Schwarzer, R. (2005). The General Self-Efficacy Scale: Multicultural Validation Studies. The Journal of Psychology, 139(5), 439 – 457.
17. Önal, N., & Budak, Y. (2013). Meslek Yüksekokulu Öğretim Elemanlarının Öğretim Araç ve Materyallerini Kullanmalarına İlişkin Öğretim Elemanı ve Öğrenci Görüşleri. Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 14(3), 267-283
18. Uçan, A., (2005). Müzik eğitimi. Evrensel Müzikeyi, Ankara.

## Language contact phenomenon and lexical ambiguities

Hamzeh Moradi

Ph.D, Nanfang College of Sun Yat-sen University, China

### Abstract

The study of language contact has moved forward since the earliest work of Haugen and Weinreich in the year of 1953. Due to a particular number of communicative and linguistic phenomena, such as interference, transferring, substratum, superstratum, code-switching, diglossia, diffusion and code-mixing in language contact settings, the constituents of one language can be mixed with the constituents of the other. However, there is a discrepancy among researchers or linguists about the definitions, the use and the contextual facets of these linguistic terms. The present article provides a review on the background and definitions of these linguistic lexical items and elaborates more on distinct linguistic features and details of these considered ambiguous linguistic communicative terms in language contact settings with precise examples and justifications on the definition and their contextual use of each term.

**Keywords:** Language contact, Intra-sentential switching, Inter-sentential switching, Diglossia, Substratum, Superstratum

### Introduction

Language contact occurs where two or more languages coexist at the same time and where the speakers use these distinct languages simultaneously or alternately in a variety of situations or particular social context. Examples can be found in India, Belgium, China, Switzerland and some other countries. Such of these linguistic contacts may have a social, historical, cultural, or geographical or political basis. The languages in contact may mutually influence each other depending on various social, cultural or political reasons.

Perhaps one of the most fascinating aspects of bilinguals' speech is their ability and adroitness in separating their two languages while communicating with each other. As Kim, Relkin, Lee, & Hirsch, (1997) assert, particularly with regards to highly adept and competent bilinguals, two competing languages residing in one mind, usually in overlapping brain territories. Therefore, one might expect confusion and uncontrolled switching of languages by bilinguals. However, bilingual speakers show that they are generally able to segregate between their two languages and limit the interference between them. This feat gets to be much more remarkable when we look at natural everyday multilingual practices, such as the phenomenon of code-switching. Bilinguals are not only capable of maintaining the division between their two languages when required, but in various social contexts and in appropriate situations, they are able to easily switch between their languages in a systematic manner.

Moradi (2018) asserts that "code-switching is basically the natural consequence of contact between people and languages and the study of code-switching is indeed one of the central issues of bilingualism". Gafaranga (2016) demonstrates that a large amount of research was done on bilingualism and language switching to oppose the negative attitudes and perceptions with regards to bilingualism and languages switching. Code-switching is usually attributed to lack of proficiency in languages, illiteracy, or lack of education.

Code-mixing (CM) is a bilingual speech act where two or more linguistic codes are used in a single conversation. Grosjean (1982) states that CS is "the alternate use of two or more languages in the same utterance or conversation". According to Anicich and Hirsh (2017) CS has a transition role in discourse and bilinguals with the application of CS in their communications are able to engage themselves in the

conversation, take a particular role and when necessary change to another one. Parafita and Gullberg (2017) depict that CS is 'the use of multiple languages in one utterance'. Tuma (2017) gives a contextualization stimulus role to CS in language contact situations.

Scholars from different disciplines have studied code-switching from different approaches and perspectives. These approaches are mainly either sociolinguistic or linguistic. While linguists usually emphasize on the grammatical and structural rules of languages in contact that control the bilingual speech production, sociolinguists are mainly focused on the social and semantic factors associated with CS.

According to Van Dulm (2007) CS can be studied both from a grammatical and sociolinguistic perspectives. From grammatical view, there are three different kinds of switching. Hoffmann (1991) states that code-switches can take place within sentences, (intrasentential code-switching); between sentences, (intersentential) or at an extrasentential level that happens when a bilingual speaker attaches a tag from one of the involved languages to the utterance of another language. Van Dulm (2007) explains about metaphorical and situational code-switching as two types of CS within sociolinguistic perspective. According to him, metaphorical CS is a process in which a bilingual speaker changes codes based on the change of topic or in other words they switch because of the change in what is being talked about. In contrast to metaphorical CS, situational CS refers to the process in which bilingual speakers often switch from one code to another depending on whom that person is talking to (Van Dulm, 2007).

Before going further, it seems necessary to elaborate a little more on the two categories, namely, code-switching (CS) and code-mixing (CM) which have been used to indicate the use of two or more languages by a speaker. Some scholars such as McClure (1977), Kachru (1978), Pfaff (1979), Sridhar & Sridhar (1980), Bokamba (1988) and Moradi (2018) differentiate between CS and CM, some, on the basis of whether switching is intersentential or intrasentential consider the term CS just for inter-sentential switches and instead they use CM for intra-sentential switches. The reason is that only CM (i.e., intra-sentential switching) requires the integration of the syntactic rules of the two participating languages in the discourse (Kachru, Sridhar and Sridhar). Muysken (2000) suggests a typology of CM and considers CS under the typology by comparing it with alternation. Muysken (2000) asserts that term CS should not be considered as general type of mixing as it distinguishes the phenomena of switching too strongly from the phenomena of borrowing and interference. He asserts that it is better to use a more neutral term like CM.

Annamalia (1989) states that 'switching' and 'mixing' are marked by features that no new grammar is produced beyond the grammatical features of two languages involved. The difference between switching and mixing is that in mixing, the speech event is constant, with no variation in participants or topic, and all participants have knowledge of both languages. He also proposed that 'mixing' is a linguistic strategy for discourse functions primarily involving social meanings and switching is a discourse strategy for linguistic (verbal) communication reflecting language competence of the speaker.

In contrast to the studies mentioned above which differentiate between code-mixing and code-switching, there also have been other scholars who would prefer to not use the two terms separately for the different types of mixing that they designate. Pfaff (1979), Romine (1986) and Di Sciullo et al. (1986) use 'mixing' to cover code-switching, code-mixing and borrowing. Clyne (1987) regards the term CS as the 'alternative use of two languages either within a sentence or between sentences. He uses the term code-switching to refer to the process whereby a speaker moves from one language to another, either within a single sentence or between one utterance and the next in the same interaction. Thomason (2000) proposes seven mechanisms which operate singly or in combination, to produce contact-induced changes of all kinds. Code-switching being the most studied of the seven mechanisms is given the first position in a survey of mechanisms of interference. Thomason (2001:132) defines CS as the use of constituents from two or more

involved languages by bilingual speaker in the same conversation. Myers-Scotton (2002) also use the term 'codeswitching' and mentioning that 'labeling such phenomena as 'mixing' has distinct disadvantages' and she distinguishes between 'classic code-switching' and 'composite code-switching'.

Code-switching (CS) and code-mixing (CM) are the two communicative linguistic phenomena claimed to be the most widespread modes of social interaction among bilingual speakers in language contact settings. However, in spite of all the extensive studies and investigations on this linguistic phenomenon it seems that language scholars and linguists have distinct views when it comes to the definition, the usage, contextual considerations of code-switching and other related linguistic terms and phenomena such as code-mixing, borrowing and etc. As for examples, some scholars insist on the distinction between CS and CM, not only on distinct definitions but also their usage in various social contexts, while others use these terms interchangeably without considering differences between the meaning and other contextual features. This research through a precise evaluation of available literature, and linguistics and sociolinguistics data tries to clarify the ambiguity regarding the meanings or definitions of the terms and shed light on their distinct uses in different social settings and it tries to justify the distinction between commonly considered ambiguous terms in linguistics and language contact studies. The evaluation and distinction of the linguistic terms and their contextual use would be primarily focusing on code-switching and code-mixing, and diglossia, substratum, and superstratum. The present research paper tries to explain in details about these ambiguous linguistics items in of language contact field with appropriate examples and clear descriptions; it highlights the major differences between these linguistic terms that are still used interchangeably by some scholars without considering the distinction between them and it tries to remove the ambiguities with regards to their meanings, definitions and usages in various social contexts. This will help other scholars and researchers to use these terms more effectively and precisely in their future research without any ambiguous perception.

## Discussions

### *The Distinction between Code-switching, Code-mixing and Diglossia*

Code-switching should be distinguished from other kinds of language contact phenomena such as code-mixing, borrowing and diglossia, although there are not always clear boundaries between them. The subsequent sections will review the related but distinct linguistics terms in language contact studies and with providing suitable examples try to draw a line between them.

### *Code-switching vs. Code-mixing*

It is essential to discuss a little more the two categories, namely, code-switching (CS) and code-mixing (CM) that have been used to indicate the use of two or more languages by a speaker. Some scholars such as McClure (1977), Kachru (1978), Pfaff (1979), Sridhar & Sridhar (1980), Bokamba (1988), Moradi (2014, 2015 & 2018) differentiate between "code-mixing" and "code-switching", some, on the basis of whether it is intersentential (code-switching) or intrasentential (code-mixing), reserve the term code-switching for inter-sentential switches only and instead prefer to use code-mixing for intra-sentential switches. The reason is that only code-mixing (i.e., intra-sentential switching) requires the integration of the rules of the two languages involved in the discourse (Kachru, 1983; Sridhar and Sridhar, 1980). According to Hudson (1999: 53), code-mixing is "a kind of linguistic cocktail- a few words of one language, then a few words of the other, then back to the first for a few more words and so on." As Bokamba (1988: 24) asserts, code-switching (CS) and code-mixing (CM) need to be distinguished, as CS involves switching from one language to another inter-sententially (between sentences), while in CM, switching occurs at the intra-sentential level (within sentences). He further explains that CS and CM have two different psychological and linguistic functions. He describes CS and CM as follows:



The embedding or mixing of words, phrases and sentences from two codes within the same speech event across sentence boundaries, while code-mixing is the embedding or mixing of various linguistic units i.e., affixes, words, and clauses from two distinct grammatical systems or subsystems within the sentence and the same speech situation.

Bokamba (1988: 24)

Kachru (1984: 64) distinguishes CS and CM on the basis of the degree of code sharing between participants. He explains that:

*Code switching refers to the alternation in which the speech event does not necessarily require that the speaker and hearer share identical code repertoires. The user may be bilingual and the receiver a monolingual. On the other hand, in code-mixing, the codes used and the attitudinal reactions to the codes are shared both by the speaker and hearer.*

Kachru (1984: 64)

In contrast to these studies, which differentiate between code-mixing and code-switching, there also have been other scholars who would prefer to not use the two terms separately for the different types of mixing that they designate and they use both terms interchangeably. For example, Hill and Hill (1980:122) use the terms CS and CM interchangeably without considering any difference between them. In this research, however, the terms code-switching (CS) and code-mixing (CM) are considered to be distinct and distinguished as such; code-mixing for intra-sentential switching that involves the use of phrases or lexical items which is the most frequent type of Persian-English switching, as illustrated in the following examples. The examples are taken from Ph.D thesis and a recently published research paper of the author.

- (1) [Fæyæt feʔr-ɒ ro *mix* mi-kon-æn] Clause  
just poem-PL OBJ mix HAB-do-3Pl  
"They just mix the poems."
- (2) [Belæxære xod-et bɔjæd *manage*-f kon-i] Clause  
finally self-2Sg should manage-PRN do-2Sg  
"Finally you, yourself, should manage it."
- (3) [Mæn mi-dun-æm ce-yædr ostɒd-æm *strict*-e] Clause  
I HAB-know-1Sg what-much professor-1sg strict-COP  
"I know how strict my supervisor is."

Moradi (2018:203)

As seen, switching occurred within a clause or in other words in the above examples switching between Persian and English occurred within a bilingual clause rather than between clauses of participating languages and switching occurred only at lexical level (*mix, manage and strict*).

However, code-switching occurs at inter-sentential level that involves changing into a clause or a sentence. As depicted below:

- (4) Mæn ke mi-g-æm ævæl bɒ xod-ɛf sohbæt kon. *It's a better idea, I think.*  
I that PROG-tell-1Sg first with self-3Sg talk do. It's a better idea, I think.  
"I am saying that first talk to him. I think it is a better idea."
- (5) *What a surprise to see you here.* To in-ɔp ci-kɒr mi-kon-i.  
What a surprise to see you here. You this-place what-work PROG-do-2Sg



"What a surprise to see you here! What are you doing here?"

Moradi (2018:204)

As seen, in example 4 and 5 switching occurred at sentence and clause level in such a way that bilingual speakers utter one clause in one of the participating languages and the other clause in another language and the base language for each clause is completely clear.

Moradi (2018) explains that:

*Switches are often classified based on the place they occur; they include: a) Inter-sentential switches which occur between two separate or distinct clauses or two coordinate clauses that belong to the same utterance. This type of CS occurs between clauses and sentence boundaries, where each clause or sentence is in one language or the other.*

Moradi (2018:204)

The table (1) below demonstrates the summarized differences between code-mixing and code-switching according to the various views described here:

**Table 1.** Code-switching vs. Code-mixing

Points of view	Code-switching	Code-mixing
Grammatical items involved	Sentence & clause	Phrase, word
Base language	Clear	Sometimes unclear
Topic	May change	Maintained
Situations	Formal and informal	More likely informal
Speech Event	Sometimes inconstant	Constant

### **Code-switching vs. Diglossia**

Another distinction should be made between code-switching and diglossia. Code-switching and diglossia should be differentiated as such diglossia is the use of two languages or language varieties for various sets of function. In sociolinguistics it refers to situations in which two languages, language varieties or dialects are used by a single language community. Besides the community's everyday or vernacular language variety (labeled "L" or "Low"), a second highly limited variety (labeled "H" or "High") is used in particular circumstances such as formal education, literature, or some other special settings, but not use for usual and ordinary interaction.

In diglossic settings the choice of language is governed and controlled by social rules and therefore, the choice between languages to be used in a conversation is not free; i.e. diglossia is imposed by social factors, while CS is a process where an individual can decide when, how and why to make CS. In addition, in contrast to CS which seems to be unconscious, in diglossic settings individuals are aware that they are moving from the H variety to the L variety or vice-versa. Therefore, diglossia is a more intentional changing of languages or language varieties due to the setting and social factors, while CS is perceived as a more subconscious change. Examples of diglossic regions are Arabic countries where there

is a H variety of Arabic language that is Modern Standard Arabic and a L variety that includes many local colloquial dialects of Arabic language or standard German and Low German in Germany.

### ***Substratum vs. Superstratum***

Stratum is in fact a Latin word which means “layer” and in linguistics and language contact situations it can be described as the language which influences another language or is influenced by the other through contact. A substratum can be considered as a language which has a lower prestige, while superstratum is a language which has a higher prestige or power in a particular community. Furthermore, both of the substratum and superstratum languages can mutually affect each other in various ways. Sometimes two languages can exist in a community with no labeling of higher or lower prestige. It means that both languages are accepted and dominant equally in a community and people use them interchangeably in different social contexts. In this situation of language contact, one language exists alongside the other one without any identifiable distinction of having the higher or lower prestige that is called adstrutum.

In language contact studies, ‘substratum’ concerns with the native language of individuals that significantly affected by the language and linguistic features of dominant community and as well as its effect upon the prevailing and dominating language. Therefore, the shift is from the less dominant or less prestigious to more dominant language. The influence can be on vocabulary, syntactic or sentence structures, pronunciation, or other facets of linguistic and communicative competence. For instance, the influences Scandinavian languages on English or Celtic languages on the Romance languages can be considered as a linguistic substratum phenomenon in language contact theory.

The opposite linguistic influence is called a superstratum; i.e. the dominant language and also its impacts on the native language of the indigenous individuals. English, for instance is the superstratum language of Jamaican Creole (Richards & Schmidt, 2013)

While, as already mentioned, the mutual influence of two neighboring or equally dominant and prestigious languages on each other over a period of time is called an adstratum. For example, the contact between French and Flemish languages in Belgium can be considered as an adstratum. In India, for example, there are languages which are prevalent in the country, many of these languages may share a kind of adstratum relationship, however, Hindi language can surely be notified as a dominant adstrate in North of India.

### **Conclusion**

There are plenty of research in linguistics and specifically language contact phenomenon, focusing on language contact between various pairs of languages in language contact situations and in different social contexts; just a few examples of such language contact studies can be the extensive research on code-switching, code-mixing, borrowing, language interference, substratum, superstratum, diglossia, and etc. However, it seems that there is still a disagreement among linguists and scholars in terms of the meaning, definition and use of such linguistic lexical items and theories in the field. In other words, in spite of all the evidence of dissimilarities between some of these lexical terms and concepts in language contact studies, there are still some scholars who find these linguistic terms ambiguous and they believe that there are not always clear boundaries between them and therefore use them interchangeably.

### **Reference**

1. Annamalia, E.(1989). The language factor in code mixing. *International Journal of Sociology of Language* 75: 47-54.
2. Anicich, E. M., & Hirsh, J. B. (2017): The psychology of middle power: Vertical code-switching, role conflict, and behavioral inhibition. *Academy of Management Review*, 42(4), 659-682.

3. Bokamba, E. (1988). Code mixing, language variation and linguistic theory: Evidence from Bantu languages. *Lingua* 76: 21-62.
4. Clyne, M. (1987). Constraints on code switching: How universal are they? *Linguistics* 25: 739-64.
5. De Bot, K. (2004). The multilingual lexicon: Modelling selection and control. *International Journal of Multilingualism*, 1(1), 17-32.
6. Di Sciullo, A.M., Muysken, P. and Singh, R. (1986). Government and code switching. *Journal of Linguistics*. 22: 1-24.
7. Gafaranga, J. (2016): *Bilingualism as interactional practices*. Edinburgh: Edinburgh University Press.
8. Grosjean, F. (1982). *Life with two languages. An introduction to bilingualism*. Cambridge.
9. Haugen E. (1953). *The Norwegian Language in America (2 Vols.)*. Philadelphia: University of Pennsylvania Press.
10. Hill, J. H., & Hill, K. C. (1980). Mixed grammar, purist grammar, and language attitudes in modern Nahuatl. *Language in society*, 9(3), 321-348.
11. Hudson, R.A (1999). *Sociolinguistics*. 2nd (ed). Cambridge: Cambridge University Press.
12. Kachru. B. B. (1978). Towards structuring code switching: A Indian perspective. *International Journal of Sociology of Language* 16: 27-46.
13. Kachru. B. B. (1984). *Institutionalized Second Language varieties*. In S. Greenbaum (ed.), *The English Language Today*. London: Pergamon Press.
14. Kim, K. H., Relkin, N. R., Lee, K. M., & Hirsch, J. (1997). Distinct cortical areas associated with native and second languages. *Nature*, 388(6638), 171-174.
15. McClure, E. (1977). Aspects of code switching among Mexican-American children. In 28th Annual Round Table Monograph Series on language and linguistics, ed. M.Saville-Troike. Washington DC: 93 115.
16. Moradi, H. (2014): Structural aspects of Persian-English code-mixing. *Asian Journal of Research in Social Sciences and Humanities*, Vol. 4, No.6, pp. 119-130.
17. Moradi, H. (2015). Behavioral aspects of code-switching. *International Journal of English and Education*, 4(1), 176-185.
18. Moradi, H. (2018): An Investigation on Persian-English Code-switching and the Matrix Language Frame (MLF) Model. *International Journal of Educational Sciences*, 21(1), 202-213.
19. Muysken, P. (2000): *Bilingual speech: A Typology of code-mixing*. Cambridge: Cambridge University Press.
20. Myers-Scotton, C. (2002): *Contact linguistics*. New York: Oxford University Press.
21. Parafita Couto, M. C., & Gullberg, M. (2017): Code-switching within the noun phrase: Evidence from three corpora. *International Journal of Bilingualism*, 1367006917729543.
22. Pfaff, C.W. (1979). Functional and structural constraints on syntactic variation on code switching. Paper from the Parasession on diachronic syntax. Chicago, Illions: *Chicago Linguistics Society*.
23. Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
24. Sridhar, S.N and Sridhar, K.K. (1980). The syntax and psycholinguistics bilingual code mixing. *Canadian Journal of Psychology* 34: 92-116.
25. Thomason, S. (2000). *Contact languages: An introduction*. Washington DC. Georgetown University Press.
26. Thomason, Sarah G. (2001). *Language Contact: An Introduction*. Edinburgh & Washington, DC: Edinburgh University Press & Georgetown University Press.
27. Tuma, F. (2017): Code switching in expert-teachers' EFL classrooms: A conversation analysis perspective. *SLOVO A SLOVESNOST*, 78 (4), 283-304.

28. Van Dulm, O. (2007). *The grammar of English-Afrikaans code switching. A Feature Checking Account*. Doctoral Dissertation. Radboud University, Nijmegen.
29. Weinreich, U. (1953). *Languages in Contact*. New York: Linguistic Circle of New York. Indian Journal of American Studies.